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ABSTRACT

The specific concerns and recommendations that the people of rural Alaska made about their educational system are documented in this report. The major need areas indicated in the reports include bicultural curriculums and bilingual instruction, the relationship between the community and the school, local control and local planning, and the availability of secondary education in local communities. These reports were submitted to the Alaska State-Operated System by the Aleut League, the Bering Straits Native Association, the Bristol Bay Native Association, the Copper River Native Association, the Northwest Alaska Native Association, the Southwest Alaska Native Association, and the Tanana Chief's Conference. In many cases the ideas of the parents are presented in their own words. A summary of needs and objectives is presented in each report. (PS)

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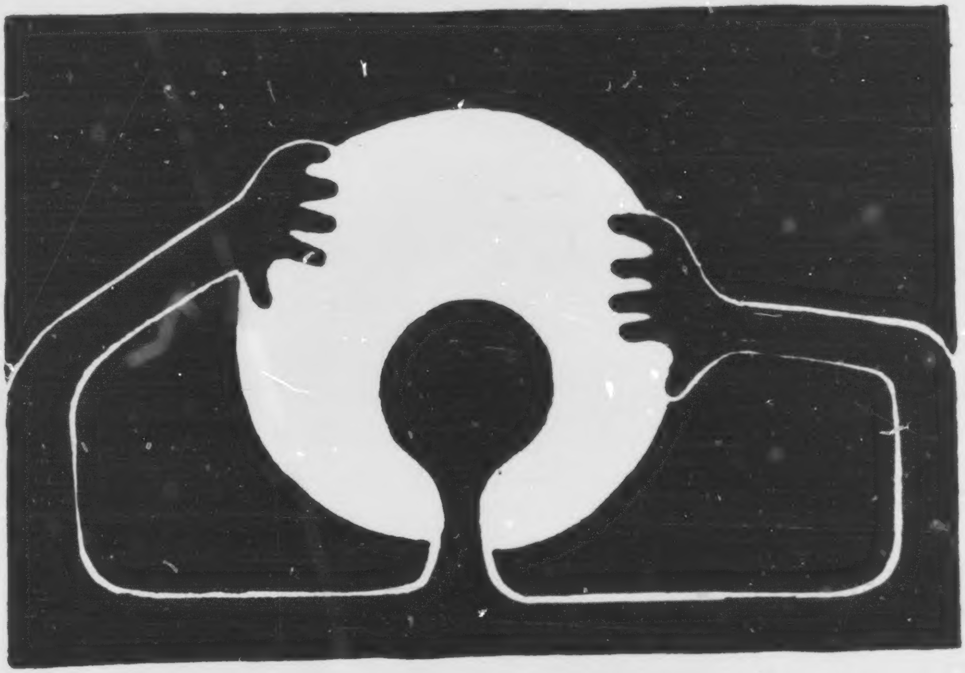

aleut league
bering strait native association
bristol bay native association
copper river native association
northwest alaska native association
southwest alaska native association
tanana chiefs conference

RC007838

ED 089921

A MODEST PROPOSAL

AN EXPRESSION OF CHILDREN's NEEDS BY PEOPLE IN RURAL ALASKA WITH RECOMMENDATIONS FOR POSITIVE CHANGE

Submitted to:

Alaska State-Operated School System

By:

Aleut League

Bering Straits Native Association

Bristol Bay Native Association

Copper River Native Association

Northwest Alaska Native Association

Southwest Alaska Native Association

Tanana Chief's Conference

Complied by:

Alaska State Operated School System

Office of Child Development

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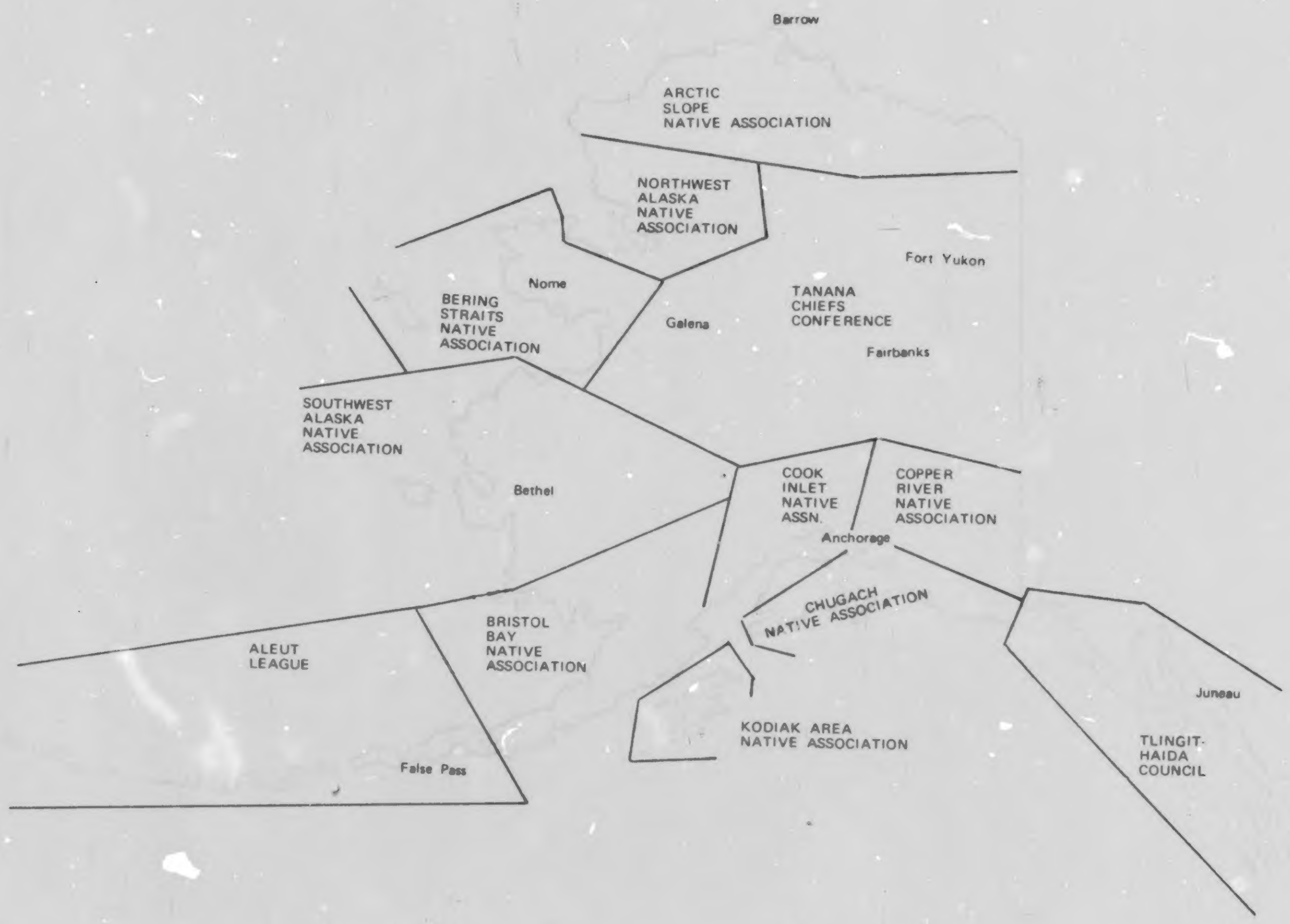
Dedicated to Don Kase
1923 - 1973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TLINGIT-HAIDA COUNCIL
False Pass

SUMMARY*

INTRODUCTION

When schools were introduced to rural Alaska, children were expected to do things and behave in ways neither they nor their parents understood. Today, many persons who have grown up in these schools and are familiar with them believe that they are not doing what they should be doing. Schools are seen as a dominating force in the family and community over which local people have little influence. Increasing concern is being expressed over what schools are and are not doing. Many recommendations have been made to improve education. This report is a documentation of some of those concerns and recommendations made by the people of rural Alaska about their educational system.

The Northwest Alaska Native Association begins with this theme in its report.

> "We, who hold responsible positions in the N.A.N.A. Regional Corporation share this belief that the destruction of self-initiative began when the Americanization of Northwest Alaska Natives were implemented without providing a true and a real understanding of its purposes. We will not and cannot place the blame on you, who comprise the present administrative and advisory position of the various agencies within the State of Alaska and in the federal program of the U.S. government. But our present situation calls for corrective action in our education programs and we do hold you responsible to that."

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*This summary was written by the Alaska State-Operated Schools - Office of Child Development Staff in conjunction with the Regional Native Associations. It is an attempt to both summarize and interpret the content and intent of these reports but also reflects the opinions of the staff members involved.

> "One real need that has become very apparent to me (Grant Ballot, planning coordinator for N.A.N.A.) when I visited each of 11 villages and interviewed approximately 325 people, all school boards, all village councils, all parent advisory committees, village teachers (both native and non-natives), and this is that people cannot identify themselves with the educational system . . ." (N.A.N.A. report page 11)

To regain a true sense of direction and purpose it is necessary to set a new course in rural education, one that is charted by the people themselves. To do this, two premises are proposed throughout the following reports:

1. Any educational program must be an extension of the family and an integral part of the community.

2. Community residents must determine their own educational needs and ways to meet those needs.

The question addressed in these reports is, "What are children's needs as defined by the people in rural Alaska?" People from seven regions of rural Alaska begin to answer that question here. Their reports constitute initial and tentative policy statements on the educational system. Many of the findings made, the needs identified, and grievances aired will be familiar to readers close to rural Alaska education. However, the grassroots nature of the planning that produced these reports sets them apart from academic research and numerous needs assessments done by public agencies in the past. In these reports, the people have stated their needs and goals themselves. Children's needs are perceived here not by social workers, child development specialists, or bureaucrats, but by children's parents.

BACKGROUND

In the summer of 1972 Alaska State-Operated Schools received a Title IV-A (Social Security Act) contract from the State Department of Health and Social Services to plan for the implementation of child development programs. Subcontracts were negotiated with seven Regional Native Associations to do this planning for up to seventy-five preschool/day care programs in rural Alaska. The resulting programs were to be funded through a second Title IV-A contract. However, Congressional action placing a ceiling on Title IV funds caused the termination of both planning and implementation contracts in October, 1972. Nevertheless, the subcontractors were able to complete their planning. This document has resulted from those activities.

The Regional Corporations were asked to do the following:

1. Establish an ad hoc advisory structure to play a prominent role in the regional planning.
2. Identify children's needs within the region and resources for meeting those needs.
3. Specify the evidence or indicators that would show that the identified needs are being met.
4. Develop a priority listing for the order in which Early Childhood Development programs should be implemented in villages within the region.
5. Recommend Early Childhood Development program alternatives for fulfilling children's needs identified.

By the fall in 1972 the Regional Associations had hired planning coordinators and started corresponding with and traveling to communities. The scope of planning quickly broadened to include all children's needs. As Robert Clark stated, "We started out thinking of Early Childhood, but when we asked parents what their children's needs were, they answered with a lot more." Thus, after thousands of letters, questionnaires, telephone conversations, home visits, hundreds of thousands of miles traveled, months of discussion by parents, advisory school boards, councils and committees, certain needs and concerns are found to be broadly based, and deeply felt by the people of rural Alaska.

COMMUNITY AND SCHOOL

One of the major areas of needs identified in all reports is for bi-cultural curriculums and bilingual instruction. This concern reflects a common desire for the school to be centered around the life style of the community. The most basic issue identified is the relationship between the community and the school. The contrast between the present situation and the ideal relationship are addressed in different reports.

In the S.W.A.N.A. report, the need for continuity between home and school is stressed:

> "There has been no home-school continuity under the educational system. The children's development should include the Native way of life as it is, the school and the child's home are learning environments and should not be considered separate systems." (S.W.A.N.A. report page 4)

The N.A.N.A. report explains this gap between home and school and the effects on the child and his parents:

> "There is little, if any, relationship between what is experienced in school to what happens at home . . . The child becomes confused because parents do not always know what to tell their children to expect . . . Experiences the child has are not followed up in the home because parents do not know. The parents, teachers, aides, and older children should work together to help the child anticipate and follow through with the child's experiences in order to reduce the child's confusion." (N.A.N.A. report page 7)

The feeling of parental helplessness in working with the school is explained in the Copper River report:

> "School after all was for many parents a limited experience and while many adults feel competent and confident in almost all areas of child raising, these same parents feel uncertain and ill-prepared to help their children benefit fully from school and its constantly new and changing procedures." (Copper River report page 7)

A BI-CULTURAL SYSTEM

A variety of means for bringing the home and school together are offered in each report. Copper River talks of increased parental involvement in order to enhance understanding of the educational system. A resident of Arctic Village recommends in the Tanana Chiefs report a closer social relationship between parents and teachers.

> "Teacher make home visits to become better acquainted with the people, not just because they are the teachers but to have better relationship with the people and vice versa. Parents can do the same with teachers. What will become of it is the feeling the child will have in seeing this thing happen which will make him feel very good about himself to see that the teachers aren't only teachers but actually friends of his parents." (Tanana Chiefs Conference report page 22)

Similarly, the Aleut League report advocates a teacher orientation that emphasizes activities to bring the school and community closer together.

If rural schools are truly an integral part of the community, they will generally reflect two or more cultures: that of western man and his urban technology and that of the Alaska Native and his way of life. The ultimate outcome desired is children who are able to cope with the two cultures. The parents' aspirations for their children as expressed in the Tanana Chiefs report are simply:

> "They want their children to be able to chose the kind of life they want to lead. They want their children to know of both the old ways and the new ways." (Tanana Chiefs Conference report page 25)

The schools are presently regarded as conveying one culture while the home represents another culture. The Bristol Bay report states:

> "Culture refers to the artifacts of a society, its language, its dress, its customs, and its skills. Teachers say that culture cannot be taught in schools, that it should be taught in the home. But they teach their own culture in the schools. In fact, that is all they teach." (B.B.N.A. report page 1 - Quoted from Akwesasne Notes)

Corrective action must be in the form of a total reorientation of rural Alaskan education. Simply adding new programs will not meet these needs. The school must center around the current life styles unique to each community and region. In many locations, that life style includes dried fish and canned ham, mukluks and bell bottoms, native dances and hard rock, basket weaving and the Internal Revenue. The school must reflect the community's balance of culture accurately, allowing both child and parent to view the school as an extension of their way of life and a part of their community.

Too often, the system has responded to these concerns by leaving the standard curriculum intact and adding on "culturally relevant" activities. The resulting emphasis is teaching ABOUT native cultures rather than experiences that help the child to understand himself and where he is.

The bi-cultural curriculum recommended in these reports incorporates both the history of Alaska Natives as well as space technology, but it approaches all subjects as they are related to the community. For example, the dog team is no longer a part of daily life in most areas; it is almost a half generation past in the history of many communities. To incorporate studies about dog teams as a contemporary activity would be generally inaccurate. Rather, dog mushing should be approached as a fast dying means of transportation, used for centuries in Alaska and other parts of the world. It is now being replaced by other means of transportation for various reasons and continues mostly as a sport. It is important that Native cultures be incorporated into the core curriculum in a way that will allow a child to appreciate his heritage and understand his rapidly changing environment.

Many specific suggestions for a bi-cultural curriculum are made in the reports. Bering Straits urges use of materials from the local environment, e.g., native toys, musical instruments, etc. A resolution of Aleut League calls for the addition of a course in the Native Land Claims Act to the curriculum of the schools in the region.

Bilingual instruction is proposed as a basic part of a bi-cultural curriculum. All regions view the possible extinction of the local native dialects with alarm. Language is seen as an essential part of a person's identity, and even where the native language is not widely spoken, some use of the language is regarded as important in order for children to acquire a positive self-awareness. It is generally felt that schools should reflect the languages used in the community, but that the local communities should make these decisions.

The skills and knowledge of western civilization taught in the school curriculum should remain, but only as approached from the standpoint of the community. When students born and raised in a community are taught by a teacher from another community or culture, it is the teacher who must change reference systems, not the students. The educational system must recognize today's world in rural Alaska as the core for the school's curriculum. Everything beyond the community should be seen as an extension in expanding concentric circles from the core community. The curriculum, once built around this core, will reflect the community's identity within the larger world. And for children, the curriculum will follow their natural growth of broadening horizons.

LOCAL CONTROL

All regions submitting reports indicated a desire for more control in local hands. The theme of self-determination is articulated in several of the reports. The Tanana Chiefs Conference report states:

> "Village people want to be responsible for their children, and that responsibility must be returned to them."
> (Tanana Chiefs Conference report page 54)

Local control is regarded as the exercise of basic parental and community rights and responsibilities. It is repeatedly acknowledged, as in the Bering Straits report, that this responsibility will call for parents to "create our own ideas that meet the children's need according to the environment we live in."

All regions view some type of training and greater access to information as essential to parents exercising their rights and assuming responsibilities for their children's education. The Tanana Chief's report reflects requests from many communities for school board development training. The Copper River report identifies a need for parent training in early childhood development; the training is regarded as essential if parents are to articulate goals for their children and to develop expectations to be met by the educational system. The S.W.A.N.A. report recommends that higher education opportunities in early child development be made available in the Bethel region through Kuskokwim Community College and Bethel Broadcasting radio and television. Adult education opportunities is identified as a critical need in the Bristol Bay region and others.

Access to information through improved communications is viewed as critically important to the

Tanana Chiefs Conference region. While citing the presence of telephones in several locations and the existence of a short-term experimental satellite radio network in several other sites, the Tanana Chiefs report clearly identifies the inadequacy of present communications systems and is designated as the priority need in the Tanana Chiefs region.

A serious commitment to on-going planning has been demonstrated and the machinery for responsible decision-making on the local and regional levels is being assembled. All seven regions have indicated a desire to have their planning bodies formally recognized. The Aleut League resolved that the Early Childhood Development Board created for this planning effort continue functioning in the capacity of a regional school board. Copper River has proposed to keep its planning body as a Health, Education, and Welfare Council for its region.

Local planning is the vehicle through which local control can become reality. Local control in this report refers not only to policy decisions made at the local level, but also to the designing of the total education program by local people. Only when both these situations exist will local control be realized.

Local control may not assure an improved education program, but it does provide local people with an opportunity to try. Decisions that have always been made by the professional teachers and administrators must now involve or be made by the local school boards and parents. To some degree professionals and local people will be switching roles; the professional assuming the role of an advisor and local people the role of decision makers. This isn't a revolution in education, it's simply a basic tenet of democracy in education. The educator will resume his normal role of executing an educational program within the direction established by the public.

The need for self-determination and greater local control is closely related to the need for incorporating the school into the community. The Tanana Chiefs report states:

> "The primary need of children in this region was identified as the need to experience continuity among significant life experiences. This means that parents must have a greater voice in determining what happens to their children to make sure that there is this sense of continuity between home and school, between home and school and later life." (Tanana Chiefs Conference report page 54)

OTHER RECOMMENDATIONS

Many specific recommendations are given in the reports for various kinds of child development programs. For the Copper River region a model for a demonstration Home Start program with a health services component was planned. The Aleut League recommends that day care services be available in those communities with a full-employment economy. A letter attached to the Aleut League report from a mother in Akutan reads:

> "Most families work during the King Crab season and adequate 'babysitting' is unavailable . . . Some mothers are forced to terminate their jobs due to unavailable or inadequate day care for their children."

Most regions list priority locations for implementation of new child development programs.

The desire to maintain currently operating programs is also voiced in every report. Not only are child development needs identified, but some local resources for meeting those needs are suggested. Bering Straits indicates villages where facilities, in-kind services, and requisite teacher skills are available to support efforts in early childhood development. Bristol Bay identifies those communities in their region where volunteer programs have been initiated and requests supplementary support for these programs.

The multitude of concerns voiced in these reports covers much more than those for the preschool-age child. In the Copper River region, for example, the health needs of the community are given particular emphasis. Several regions, e.g., Bristol Bay, Aleut League, regard diagnostic testing services to identify any child with special education needs as a high priority. Safety education and the teaching of swimming, is cited as a high priority in the Aleut League and Bering Straits regions where many deaths occur from drowning each year.

Many regions recommend that secondary education be made available in local communities. The Aleut League specifically requests the addition of grades 9 and 10 in communities where schools presently serve children only through the 8th grade.

CONCLUSION

In no way does this summary cover all the needs identified or all the recommendations made by the various regional and local groups. The reports must be read themselves. The unique nature of these reports and the planning they represent should not be underestimated. They can be legitimately referred to as a "primary source."

In a real sense the recommendations contained in these reports are modest ones. These reports contain the "corrective actions" needed to compensate for the atrocious history of education in rural Alaska. The legal and moral basis for these recommendations are in the very principles this country was founded on. However, these reports go far beyond "corrective action." They give evidence that the public in rural Alaska understands the educational system and can effectively set a new course for their schools. In fact, there is no one else who can do this.

The most remarkable aspect of these reports is the consistency of concerns. Stated in so many ways by so many people all over this state is the clear message that the rural Alaskan public is tired of a "foreign" educational system. Parents are frustrated. They want schools to be meaningful to their way of life. A system that destroys family and community ties can no longer be tolerated. These reports point to better alternatives.

Aleut League, Inc.
425 G Street, Room 550
Anchorage, AK 99501

I. Summary of the Planning

The information presented in this report was primarily obtained through visiting villages in the region. Because of transportation and weather, Belkofski was the only village in the Aleutian area not visited by the Aleut League Early Child Development Coordinator. A Regional Education Board was organized with representatives elected during or after the visit from each village to deal with education on a regional basis after needs were assessed village by village. Tailor-made programs were to be developed in cooperation with the State-Operated Schools area administrator in the region.

From October 25th through 27th, 1972, a workshop was held in Anchorage with an elected representative from each village in the Aleut region. The purpose of the workshop was to review native educational problems, explore solutions, and look toward implementing future programs to meet each individual village needs. Speakers at the workshop included representatives of the various existing educational programs now being implemented throughout the state. The minutes of the meeting are included in the attachments to this report.

The intent of the contract with Alaska State-Operated Schools was to survey and assess the educational needs of the individual villages in the Aleut region. It has provided a starting point and with more personnel and funds the next stage will be to determine how specific programs can be implemented.

It is hoped that a follow-up will begin as soon as possible with the release of more funds for the projects recommended in this report. Until such time our children will not be raised to an educational level equal to that of children in urban areas. Such a level is within reach.

II. Children's Needs & Objectives for Meeting Those Needs

Need: Continuity of life and school experiences to help provide internal unity of the child.

Objectives:

The school shall reflect the orientation of the home and build initial teaching on this framework.

The child will be able to use what he learns at school in his "outside" life.

The child will demonstrate a more positive self image evidenced by his willingness to try new tasks.

Later school experience will build on earlier home and school life evidenced by the child's quickness to understand new concepts.

Need: Broadening of the communication and interaction base between the home, school and community.

Objectives:

Parents will be informed what and why their children are learning and demonstrate involvement by increased interest in the child as evidenced by working with the child at home, coming to the school or being involved in meetings or activities concerning the school.

Teachers will have increased interaction and communication with earlier and later teachers of "their" children as evidenced by greater continuity of class content from one year to the next.

Need: Increased parent education and involvement in the learning process.

Objectives:

The parents will be sensitized on how to use elements in the home to teach their children.

Older children will become more involved in teaching younger children.

Need: The child will demonstrate increased self-understanding of the child and the roles he plays in relation to others (child, family member, peer, student, community member, etc.).

Objective:

The child will demonstrate his ability to understand his external work by playing an appropriate role at appropriate times.

Need: Pride in, and knowledge of, the Native and village way of life as forerunner to expansion of ideas.

Objective:

The child will demonstrate an understanding of himself and his family life conditions before he learns about others.

Need: A broad information base upon which to build successful life experiences.

Objective:

The child will demonstrate his knowledge of "facts and ideas" and use them successfully in class situations. (A variety of relevant resources and materials must be developed to facilitate this.)

Need: Adequate medical services for children.

Objectives:

Coordinate services to children by providing followup of diagnosis and periodic checkups.

Parents establish better health and personal habits in the child as evidenced by the child washing and brushing his teeth more frequently.

Need: Improved nutrition of the family's diet.

Objectives:

Parents shall demonstrate increased understanding of nutrition by more balanced meals in the home after receiving parent education using materials from the home.

The child shall receive a nutritious snack or lunch during his preschool day.

Need: Improved social services provided by local health aide and other resources

Objective:

There will be increased services available at the village level through coordination between local, regional and state recources.

III. Priorities

In villages that have a twelve month economy, an Early Childhood Development educational day care center was the first and foremost need. In the future, as businesses become established in the remainder of the villages, day care centers will become a must.

The following is a list of villages and their priorities in terms of education:

A. Akutan:

1. An educational day care center; many of the families work during the time school is in session.
2. The villagers saw a need for a bilingual program. It would facilitate better communications with the older generations as well as giving the children the feeling that their heritage is important.
3. Adult Basic Education; many of the people haven't completed the primary grades; and basic reading, writing, and math are seen as important.
4. Establishing a ninth and tenth grade is last in the priorities for Akutan.

B. Nelson Lagoon:

1. Adult Basic Education.
2. Bilingual Program.
3. Establish a ninth and tenth grade.
4. Early Childhood Development.

C. Nikolski:

1. Adult Basic Education.

2. Bilingual Program.

3. Special Education; identifying problems related to children in the village. Present teachers do not do an adequate job in finding and working with special problem children.

4. Establish a ninth and tenth grade.

5. Early Childhood Development.

D. Atka:

1. Bilingual Program (presently being tested and developed at this location).

2. Early Childhood Development.

3. Adult Basic Education.

4. Establish a ninth and tenth grade.

E. Sand Point:

1. Early Childhood Development.

2. Adult Basic Education.

3. Establishing ninth, tenth, eleventh, and twelfth grades.

F. False Pass: Unsure, at this time, if people will remain there all year.

G. St. George:

1. Early Childhood Development is already set up and hopes it will remain as is.
2. Adult Basic Education.
3. Establishing ninth and tenth grades.
4. Bilingual Program.

H. St. Paul:

1. Establishing ninth and tenth grades.
2. Early Childhood Development.

IV. Resolutions

The following are resolutions pertaining to education in our region presented and passed at the last Aleut League convention by the Aleut League Regional Education Board. The Board was organized in conjunction with the planning that preceeded this report. The Board will continue its work as a regional school board. The resolutions identify educational needs and problems in current delivery of educational services and recommend means of meeting those needs and solving the problems.

RESOLUTION NO. 1

WHEREAS the Alaska Federation of Natives - Alaska Student Higher Education Services has funds available to hire a Field Counselor; and

WHEREAS, the Aleut League Regional Education Board is in accord with hiring such an employee,

NOW, THEREFORE, BE IT RESOLVED that a contract with the above-mentioned and the Aleut Corporation negotiate for this Field Counselor. This person would visit all schools, find needs, give information on grants, scholarships, etc. This employee will make contact with interested students personally. Then such employee can report and implement work to be done on such problems.

DATED:____________________

____
Cyril Merculief, Chairman

RESOLUTION NO. 2

WHEREAS, there is a need in the Aleutian villages for more education in higher grades than now exists,

NOW, THEREFORE, BE IT RESOLVED that grades 9 and 10 be included in schools in those villages where there are none, as soon as can be implemented.

DATED:____________________

____
Cyril Merculief, Chairman

RESOLUTION NO. 3

WHEREAS, there is a need for the Land Claims Bill to be taught in the village schools in the Aleutian Chain,

NOW, THEREFORE, BE IT RESOLVED that the subject relating to the Land Claims Bill be included in the curriculum of each village school, starting at the sixth grade level.

DATED:____________________

____
Cyril Merculief, Chairman

RESOLUTION

WHEREAS there is a need in the Aleutian Chain for swimming to be taught; and

WHEREAS many deaths in the Aleutian Chain are due to drowning,

NOW, THEREFORE, BE IT RESOLVED that swimming pools be installed in villages wherever practical so that swimming lessons can be included in the curriculum.

DATED: ____________________

____
Cyril Merculief, Chairman

RESOLUTION

WHEREAS a letter has been written by Mr. George H. White regarding the transfer of Atka from the Adak Region to the Aleutian Region; and

WHEREAS this request would complicate the education system in many ways,

NOW, THEREFORE, BE IT RESOLVED that Atka be allowed to remain under the jurisdiction of the Adak Region.

DATED: ____________________

____
Cyril Merculief, Chairman

RESOLUTION

WHEREAS there is a need for Special Education for students in the Aleutian villages; and

WHEREAS an expert can be made available to visit each village and locate those persons needing Special Education,

NOW, THEREFORE, BE IT RESOLVED that this expert be sent out to villages to locate such persons as need Special Education, so as to begin training and studies as required by each individual.

DATED:____________________

____
Cyril Merculief, Chairman

RESOLUTION

WHEREAS there is a danger of the Aleut language dying out in the Aleutian Chain; and

WHEREAS there is interest in maintaining the Aleut language alive; and

WHEREAS there is a law which states that any village with fifteen (15) or more students, Aleut must be taught if requested,

NOW, THEREFORE, BE IT RESOLVED that classes in the Aleut language be taught in those villages that request such class to be included in the curriculum.

DATED:____________________

____
Cyril Merculief, Chairman

RESOLUTION

WHEREAS there is a need for education in such areas as ear problems, venereal disease, drug problems, and other problems not coming within the curriculum,

NOW, THEREFORE, BE IT RESOLVED that films or slide presentations be included in the curriculum wherever or whenever needed.

DATED: ____________________

____
Cyril Merculief, Chairman

RESOLUTION

WHEREAS there is a need for Adult Basic Education among the inhabitants of the Aleutian Chain Region,

NOW, THEREFORE, BE IT RESOLVED that a program for Adult Basic Education be initiated in the schools to provide education for the uneducated adults.

DATED____________________

Cyril Merculief, Chairman

RESOLUTION

WHEREAS there is an urgent need for gymnasiums and/or multi-purpose rooms for villages; and

WHEREAS there are villages without these services

NOW, THEREFORE, BE IT RESOLVED that State Operated Schools incorporate multi-purpose room/gymnasiums into planning and designing of all village school facilities in the future.

DATED: ____________________

____
Cyril Merculief, Chairman

RESOLUTION

WHEREAS there is increasing need and responsibilities concerning education for Aleuts in the future

NOW, THEREFORE, BE IT RESOLVED that there be an expansion of the Early Childhood Development Board in the Aleutian Region to encompass the regional school board role. Be it also resolved to modify the council in whatever way necessary in order that it meet the Aleut Regional Corporation's criteria for a Regional School Board.

DATED:____________________

____
Cyril Merculief, Chairman

WHEREAS there have been Resolutions presented to the convention by the Aleut League of Regional Education Board; and

WHEREAS all representatives of the Aleut League Regional Education Board concur on the priority of these Resolutions,

WE, THE representatives of the Aleut League Regional Education Board certify our agreement by signing our names below by Village.

AKUTAN ____________________

ATKA ____________________

FALSE PASS ____________________

KING COVE ____________________

NELSON LAGOON ____________________

NIKOLSKI ____________________

SAND POINT ____________________

ST. GEORGE ____________________

ST. PAUL ____________________

UNALASKA ____________________

DATED: ____________________

____

Cyril Merculief, Chairman

V.

ALEUT LEAGUE
STAFF RECOMMENDATIONS
FOR
EARLY CHILDHOOD DEVELOPMENT

The educational attainment of the Native children in the villages is well below that achieved by Native students in the city schools. This inequity is not necessary, particularly at the elementary level. It is suggested that these steps might upgrade the village education programs considerably:

--Provide a floating teacher who has the necessary background and experience to work as a reading teacher and resource teacher for special education students.

--Be more critical in assessing the abilities of teachers and weed out the incompetents before the question of tenure comes up. The current surplus of teachers should aid in hiring a higher calibre professional.

--Provide an orientation program for teachers that stresses the need for community involvement and activities that will bring the school and community closer together; e.g., art or craft classes, volleyball, etc.

--A teacher(s) should be recruited and paid extra for teaching adult basic education and courses which would aid adults who wish to complete their GED in the villages.

--Teachers could and should play an important role in school board development. Professionals should be able to explain programs, teacher competency, educational procedures, etc., in lay terms to board members. This would tend to facilitate community-school relations also.

--Summer programs in reading (which is very deficient) and arithmatic might be offered on an experimental basis to determine interest. The children who were slow in attaining skills in these areas would benefit considerably and one would cut down on the learning loss over the summer considerably.

--Steps might be taken to enlist parents as aides in the classroom--paid or otherwise. There are probably several young high school graduates who would welcome the opportunity to work as para-professionals rather than in the fish processing plants.

--An adequate library should be an integral part of every school. In those villages where there is no public library, space should be provided to house donated books and provisions made for checking them out--perhaps one night a week.

--There should be more use of the media center in the State-Operated Schools. An attempt should be made to find out why the teachers do not use it more. Perhaps teachers should be required to tour the center and demonstrate proficiency in using such tools as the film and slide projectors, opaque projectors, etc. Those materials that have a high turnover might be purchased in duplicate or triplicate.

--A newsletter might be effective in reminding teachers the materials are there as well as giving bulletin board suggestions, media use suggestions and information on new acquisitions. Recommendations might be solicited from the teachers themselves as to materials they would like to be able to use.

--A job description should be provided for the area administrator by representatives of the region; e.g. Aleut Corporation, Aleut League, Aleutian Planning Commission, and State-Operated Schools administration. At present there is hardly any involvement by the area administrator to the schools he has jurisdiction over. Monthly progress reports should be mandatory and time spent in each village should be at least one week with many trips through the year.

Bering Straits Native Corporation
P.O. Box 1008
Nome, Alaska 99762

BERING STRAITS NATIVE CORPORATION
P. O. Box 1008
Nome, Alaska 99762

December 26, 1972

Mr. Baxter Wood, Director
Office of Child Development
Alaska State Operated Schools
650 International Airport Road
Anchorage, Alaska 99502

Dear Baxter,

Enclosed is a final report of Bering Straits Native Corporation, Early Child Development Program.

The period of time that was given to us to do planning program for ECD was rewarding and valuable. All the villages in the Bering Straits area participated with deep interest. They continuously supported me all through this contract. They were proud to do the planning program for their children.

Nancy McFarland was always there when I need a help or encouragement. She is very easy to work with. The villagers were never hesitant about her.

Norton Sound Health Right Corporation, Nome Community Center, BIA Social Services, and some of the local agencies showed their sincere interest with BSNC Early Childhood Development Program. Their support is continuing support.

I, as a Planning Coordinator learned a lot from this experience. I have no doubt in mind that our villages are capable of doing many things. All they need is a "little bit" of motivation and encouragement, like we all do.

What information I have in the report is the actual happening during the contract. I couldn't write the report any way. I want my ECD representatives to read it like it is. The information we have in the report is all original. Our villages in the region want to be heard. They don't want no promises, false commitments. They want to see their needs be met.

Sincerely,

Jenny Alowa
Planning Coordinator

cc: Gary Longley, BSNC
Robert Davis, BIA
Nancy McFarland, SOS

BERING STRAITS NATIVE CORPORATION
EARLY CHILDHOOD DEVELOPMENT PROGRAM
Planning Activities
December 22, 1972

I would like to tell a long story about a young Native corporation and a bureaucrat agency, who decided that they were going to experiment something "new" to the Native people of Alaska.

Alaska State-Operated School said to Bering Straits Native Corporation, "we are going to contract with you to do an Early Childhood Development planning program in your area". A certain length of time was given. What State-Operated Schools wanted was a need assessment on children's need in our region.

In the past, SOS and BIA has been planning our education program. Many unsolved problem still existed: high school drop-outs, frustration among our young people, misunderstanding between parents and their children, etc. Everybody is concerned, "what can we do to help the Native people of Alaska?"

The Early Childhood Development Planning Program was set up. About seven Native corporations received a contract from State-Operated Schools. They want to improve their education system. Here was a chance for the Native people to do their own preschool planning. This was never been done before and it was very challenging. Bering Straits Native Corporation agreed to do the planning for Early Childhood Development Program in the Bering Straits region.

Bering Straits region is about 24,000 sq. miles. There are about 6,000 inhabitants which approximately 85% are Eskimos.

The following villages I will refer to are the villages who participated in the planning process of the Early Childhood Development Program for Bering Straits:

Village	Estimated Population	Number of Preschool Children
Brevig Mission	120	5
Diomede*	90	?
Elim	170	9
Gambell	376	24
Golovin	115	8
Koyuk	140	5
Nome	2,700	?
St. Michaels	190	12
Savoonga	380	20
Shaktoolik	150	12
Shishmaref	265	20
Stebbins	230	20
Teller	185	15
Unalakleet	600	?
Wales	110	3
White Mountain	87	4

* Transportation and communication problem.

Ten of our schools in the region are under the Bureau of Indian Affairs. Wales, Teller, Shishmaref, White Mountain and Koyuk are all State-Operated Schools.

Savoonga, Gambell, and Stebbins have a Head Start Program. Shishmaref, Teller, and Koyuk are operating Children Cache Program (Title I) under State-Operated Schools. Nome and Unalakleet have Johnson-O'Malley or BIA preschools. The rest of the villages have none.

In August 23, 1972 Jenny Alowa was hired by the BSNC as a Planning Coordinator for the Early Childhood Development Program. Since I missed out the previous workshops held for the Planning

Coordinator, I started out with the vague idea about the program.

I went down to Anchorage to meet with SOS Child Development Office to obtain more information in the program. I stopped in Kotzebue to attend Grant Ballot's first Regional Child Development Council meeting with his villages. The meeting was a total workshop for me. My knowledge on the program expanded tremendously.

Then, I went around visiting several Nome agencies introducing our ECD program and getting acquainted with their program. The agencies such as Public Health Service, Norton Sound Health Corporation, BIA Social Services, BIA Education, State Family and Children Services, Rural Development Agency, Nome Community Center, Nome Elementary School, Preschool Committee members, and RurAL CAP. All these agencies showed their interest and supported me all the way through the planning program. As the contract stated, not only are we interested in the child's education but his total "needs" -- nutrition, health, and social services.

I send letters of introduction and a summary of our contract to the school board, village council, and the teachers in our 16 villages. A continuous correspondence with the villages existed.

An ad hoc advisory structure was established in September to be the Bering Straits Native Corporation Regional Child Development Council.

When I send the letter to the school boards, I mentioned to them that whoever they select to be the representative for the Early Childhood Development from their village should be a person who will concentrate on this program. I stated that the person selected should not have other duties or membership. She or he should keep the information flowing to and from their villages. This was based by the comments made by the villagers, stating, "we always seem to send the same person to the meeting to represent our village, but sometimes we never receive the information back on what the meeting is all about."

These representatives were selected by the school board members during their village public meeting. A good combination of ECD representatives were selected from school board members to parents, teachers, both preschool and elementary, village council members, high school and college graduates, young and old.

The advisory committee members are dedicated representatives. I, as a Planning Coordinator give all the credit to my ECD representatives from each village.

Each one of them supported me 200% throughout the planning program of the Early Childhood Development. We concentrated on the preschool program but we never limit our planning program on that level. We see the whole education scope for our children and for the parents.

At the last meeting in Koyuk in December 12-14th, 1972, the present group recommended that this group continue to be the same advisory body to Bering Straits Native Corporation, State-Operated Schools, Bureau of Indian Affairs, Public Health Services, Health and Social Services, etc. All the 16 villages were represented at this meeting. They wish to meet again in the very near future.

Here are the names of the following representatives from each village who helped me plan for the future Early Childhood Development Program in our region:

Village	ECD Representatives
Brevig Mission	Leonard Olanna
Diomede	
Elim	Saccheus, Bessie
Gambell	Abraham Kaningok
Golovin	Alice Fagerstrom
Koyuk	Lolita Nassuk
Nome	Margaret Seeganna
Savoonga	Ina Seppilu-attended 1st meeting Jeannette Alowa attended 2nd meeting
Shaktoolik	Henry Sookiayak
Shishmaref	Albert Olanna
St. Michaels	John Cheemuk
Stebbins	Josephine Pete-1st meeting, Timothy Snowball-2nd meeting
Teller	Mary Alexander
Wales	Mrs. Mary Alexander
White Mountain	Tom Brown
Unalakleet	Clarence Towarak Jr. 1st meeting, Rita Ivanoff-2nd meeting

The advisory council specifies broad areas of our children's need in our Bering Straits region.

First, a preschool questionnaire was sent out to the ECD representatives three weeks prior to the October 11-13th Regional Child Development Council Meeting. About 50% of the questionnaires were brought back by the ECD representatives when they came to the regional meeting.

Here are some of the examples of the questions and their answers.

"What kind of a preschool program do you want for your child?"

a) social and academic
b) program that is not structured
c) educational toys
d) whatever you may have to offer
e) Headstart and Children Cache
f) educational activities

"What are your 'feelings' about Early Childhood Development under Bering Straits Native Corporation?"

a) I think it is trying to bring out the importance
b) they take things seriously so I have no objection toward it
c) we're pleased and looking toward to success
d) good and in favor

At the October meeting, the advisory council composed another preschool questionnaire they feel would be relevant to the children's needs. It was stressed that SOS is moving toward regionalization. Let our people decide what kind of preschool program is needed in our village and the region. The importance of planning for our children is to create our own Native way of doing things. Create our own ideas that meet the children's need according to the environment we live in.

The new questionnaire was revised according to the children's need in the village as the delegates saw them. Eskimo Culture was strongly urge to be the most top priority on list. To keep and revive our own culture. For example, language preservation. The villages want their children to know and learn their own dialect. Eskimo dialect is still spoken daily at Savoonga, Gambell, Diomede, King Island Village, and couple other villages.

Basic Elementary Skills, Hygiene and Swimming were all considered as the top priority needs. Swimming is a new area added to our children's need. Majority of the villages are located near the water area, ocean or river. Many accidents have been happening and each one of us consider swimming as a "need."

Later, safety education was recommended to be one of the top priority needs during the Koyuk meeting in December 12-14th, 1972.

Eskimo Culture, Elementary Skills, Hygiene, Safety Education and Swimming were voted in to be the "five" top priority "need" list in our region. The five "needs" above are what the villages want them to be included in the future preschool program.

The delegates said other needs to be consider besides the questionnaire are (a) train our own teachers and local people in a workshop. The people themselves could plan their own workshops. Like our ECD program, we did it because we wanted to according to our village and region standard. (b) Schools must perserve identity of the children. "I am Jenny Alowa, an Eskimo from St. Lawrence Island. I eat Eskimo food and I speak my own dialect,etc." (c) Materials used at the school for all ages should be related to our own environment. Our toys, music, language, art, etc. should emphasize our own culture, caribou, moose, reindeer instead of cows, pigs, etc. (d) A building facilities for schools should be warm and comfortable place to work and learn.

These revised preschool questionnaires were send out to all the villages. About 30 copies to each village. Early Childhood Development representatives went several ways to distribute and collect the questionnaires. I asked what method did you use to get information? Village meeting; teachers aide gave to the children; special board members and school kids distribute on a house-to-house basis; hold a special meeting and explained the questionnaire; city council members took it around; and house-to-house approach; and one village went around with three people, divided the village in three section-north, south, and east.

Planning Coordinator set a date for the questionnaires to be sent back. The response I received from the questionnaires were tremendous. Many good comments and suggestions came from the villages. I ask in the questionnaire, "What is your personal opinion on 'teaching (teachers)'?" I got this kind of answers: Teachers should stress more supervision and talk over the problems with parents about their childrens problems, and teaching children at their homes should be stressed more. I asked about "learning," and a list of places where learning should be taught. Examples of answers I got: "I believe the child's attitude from their parents comes first to learn and show self-obedience. Then the child will learn more effectively, if wholeheartily both the teacher and the child's parents work together. Learning at an early age is how and what a person is, and should be taught at homes and at schools, and the atmosphere should be delightful and wholesome.

95% of the villages recommended "Eskimo Culture," "Elementary Skills," "Hygiene," "Safety" (amendment to the original), and "Swimming" to be the priority needs for our children's education.

I tabulated the questionnaires. The way I did it, I listed name of each village and how many villages voted "yes" or "no" on each of the priority needs list, which 95% voted on "yes" section. At the next meeting at Koyuk, the advisory council interpreted the questionnaire results and add "safety" education to be included in with the original ones. Also advisory council criticized how each one of them went about with their questionnaires in their village, and made suggestion to improve the questionnaire collection process.

At the Koyuk meeting on December 12-14th, 1972, many important decisions were made by the 15 villages who were all at the meeting exception for Diomede. Despite the weather problem and closeness to the holiday, all my ECD representatives showed up.

Village of Koyuk was a good host. In our October meeting, ECD representatives had decided their next meeting was going to be in a village. Koyuk was selected because of a central location, SOS Children Cache program, and willing to host a meeting.

Several main topics were discussed. All villages made recommendation to Bering Straits Native Corporation, State-Operated Schools, Bureau of Indian Affairs, etc. that each village will have a program that will meet the five "needs." Eskimo Culture, Elementary Skills, Hygiene, Safety Rules, and Swimming.

Different alternative programs were discussed among the village. The following different alternative programs were: (1) Parent-child center. (2) Home-Start. (3) Head Start (classroom train workers from village and in-kind contribution.) (4) Children Cache. (5) Community Program like in Shungnak and Ambler. (6) Parent Coop. (7) Bilingual Cultural. (8) Toy Library. (9) Combination. (10) Your own idea.

For the toy library program, Rural Development Agency in Nome is willing to assist us with their NYC and Mainstream workers out in the villages. They are paid $2.10 an hour and we can use them for 3-5 hours a day. With the NYC and Mainstream help, parents can check out toys, games, art materials, supplies, music, and equipment.

Some of the ECD representatives expressed their feelings. We can have our own preschool program according to the need in the village. Our program will meet the five "needs." We don't have to have the already existing programs. Like in Shaktoolik, our people can decide what kind of program be most beneficial to our children. The product of the preschool program will be tailor made according to the villages. Shaktoolik and Stebbins may have altogether different program, but as long as the five "Needs" are being met.

And villages with existing programs will make recommendations to their school board and village council to evaluate their on-going programs. Each village with existing programs should evaluate them to see if the five needs are being met, and make suggestion to change/inquire, etc. The villages are Savoonga, Gambell, Stebbins with Head Start Programs, and Koyuk, Shishmaref, Teller with Children Cache Programs, Nome and Unalakleet have their own preschool program.

Another recommendation is our education materials for all ages should relate to each village and the region. We should have toys, books, language, music, and art materials related to scene of each region. The toys can be manufactured by the villages instead of ordering from the catalogs or buying from the stores.

The following recommendations were also proposed by the Advisory Council: More parent-community involvement and communication in order to get more complete data. (1) Special meetings are good but we need something special to get a turnout like good film. We need to develop gimmicks to increase the attendance of the meeting. (2) House-to-house is good (best, maybe) but it takes most time. We need help. (3) City Council or school board meeting are alright, except not many people come, or they put you at the end of the agenda. (4) If you give the questionnaires to someone else to pass out, they do not explain it thoroughly. (5) Radio messages and interviews are good. (KNOM & KICY) (6) Parents-teachers groups are good places to report. (7) Mother's or Women's Clubs are good because the women express themselves more freely there.

We need to develop some kind of gimmicks to increase the attendance at the "need" meetings. The following ideas express by the Advisory Council were: (a) special radio program for each village on KNOM & KICY. The radio program for each village to be in Eskimo language. (b) VTR (videotape), this is one way we can communicate among our villages, agencies to keep the information flowing on what is happening. (c) letters. (d) petitions. (e) pot-latch. (f) village tapes to BSNC, etc. (g) village news for Tundra Times, local paper, BIA, Norton Sound Health Right, BSNC, etc. (h) fund raising for lobbying, we can send someone to do lobbying. Explain how our legislatures need to listen to what people in our district say and need for re-elections. (i) think of ways parents can be involved in school that they can enjoy doing. Show them it can be fun. (j) show them ways how our people in the village have had influence in the past.

These are some of the ways we can help parents know that they have influence on their children's education.

The Advisory Council also recommended that Bering Straits Native Corporation and the Education Advisory Committee must have more and better up-to-date information about new programs and development in this region. Therefore, Advisory Committee members should go to and participate in meeting related to children's needs. They should have any new ideas that they various agencies are thinking about. And, we need to conduct additional "need assessment" studies if funds are available. As one of the Advisory Committee member stated "Today we are living in a very diffucult way."

Radio is one of the great advantages we have in our region. Bering Straits Native Corporation have a daily 15-20 minutes program on both radio stations, KNOM, KICY. We inform the people in our region what is happening in the Corporation. Once a week, I have the Early Childhood Development Program, or I send messages through Ptarmigan telegram and Hotline to the ECD representatives on questionnaire date, when the meeting is going to be, what airline is going to pick them up, and many general information. Both radio stations supported me with interest with our ECD program.

Telephone service is another advantage we have in the region. Eight of our villages have village telephone. They can call long distance in and out to Anchorage, Juneau, etc. St. Michaels, Stebbins, Unalakleet, Koyuk, Shaktoolik, Elim, Teller, and Shishmaref all have telephone service. My contact with these villages were frequent. Or, ECD representatives would call me to ask more detail information on the question-naire data, etc.

Being from this region, my contact with villages and the people were not new as I traveled to most of these villages before. Last year I worked for Alaskan Student Higher Education Services as a field counselor and I use to travel to some of these villages and they knew me then. I made visits to several villages. My visits were extended from a day to a week depending on the weather. My personal contact with the villages were valuable.

Beginning of the program, when I visit a village I use to hold a school board, village council meeting or sometimes a public meeting. Even though, I meet with these people, not enough people show up for the meeting. Later on in my visit to the villages, I discovered that house-to-house approach is 100% effective if we're going to deal with the people. I recommend this highly if future need assessment is being done, this is the only way to go.

The Advisory Committee at the Koyuk meeting made a motion that all villages with no programs are all priority villages to implement a program. This was decided by the Education Advisory Committee consensus in a two and a half hour night discussion.

All eight (8) villages in the region with no preschool programs were selected as all "top priority villages." These are Brevig Mission, Wales, Golovin, White Mountain, Elim, Shaktoolik, St. Michaels, and Diomede. Villages with present preschool programs supported these villages 100%.

The selection was based on "who are the priority villages to implement a program?", "Which one of our villages are priority village?" They asked "how many preschool children in each village?"

The following villages with no program are listed according to how many preschool children:

Shaktoolik	12	Deering	5
St. Michaels	12	White Mountain	4
Elim	9	Wales	4
Golovin	8	Diomede	?

Then, the next question was, "how many of the villages have a facility to have a program?" All eight (8) villages exception for Diomede voted in to say they have community building, old and new armory, part of the school, church, and empty houses in their village. All eight (8) villages have a place for a program.

Next question was, "how many villages have in-kind contribution?" All villages voted that they have in-kind contribution, NYC workers, donation form parents, a place for a program, volunteer service, etc.

Then they asked, "how many villages have a teacher's skill to teach Eskimo Culture, Elementary Skill, Hygiene, Safety Rules, and Swimming. All eight (8) villages have teachers to teach all the five needs above. We have older folks to teach Eskimo Culture, high school graduate or experience teacher for Elementary Skills, Village health aide and mothers to teach Hygiene, National Guardmen and Boy Scout to teach Safety Rules, and in summer time we can have someone from the university to teach our kids how to swim.

So we decided, all eight (8) villages have facilities, in-kind service, and teacher's skills to have a program. All villages voted to be the "top priority villages" to implement a program. All eight (8) villages will meet the "five" needs in their program. The following recommendations were composed by the villagers to be submitted to Bering Straits Native Corporation, State-Operated

Schools, Bureau of Indian Affairs, Public Health Service, Health and Social Services, etc:

RECOMMENDATION #1

TO:	BSNC, SOS, BIA, PHS, HSS, etc.
FOR:	To meet five needs in each village.
ACTION:	Implement programs to meet "five" needs.
WHEN:	Now.
HOW:	Each village determine.

RECOMMENDATION #2

TO:	BSNC, SOS, BIA, PHS, HSS, etc.
FOR:	Eight (8) villages with no program.
ACTION:	Implement Programs.
WHEN:	Now.
HOW:	Each village determine.

When the programs are implemented, the Advisory Committee will go house to house basis and ask parents what progress is being made on each need, Eskimo Culture, Elementary Skills, Hygiene, Safety, and Swimming.

The Planning Coordinator will decide with the help from the Advisory Committee and other people if these "needs" are being met. And to conduct another need assessment later in the villages uncovered having five original needs.

When the programs are implemented, this follow-up is to be carried no more than six months after the programs are started.

A letter of support from these villages expressing their desire to implement programs immediately should be responded to by ACTION. And each community shall develop their own program. And, the Regional Advisory Board should meet again to decide where and how programs should be implemented.

At the Koyuk meeting, the Advisory Committee made a motion that they would like to be the existing and continuing education group to Bering Straits Native Corporation, State-Operated Schools, Bureau of Indian Affairs, etc. Motion was seconded and voted majority.

The villages will have a support from the agencies and vice versa to meet our children's need. The 16 villages in our region will support each other to make a decision for our children's needs, but each village is consider as "individual" village.

The Planning Coordinator will assist the ECD representatives any way. Our goal is to find funds from somewhere to implement a program in these villages. Planning Coordinator and ECD representatives will get support from BSNC, SOS, BIA, etc. to carry out our goal.

Planning Coordinator would like to extend her sincere appreciation to all our Bering Straits villages and Nancy McFarland, Office of Child Development, Nome and many agencies who made this paper possible.

ATTACHMENTS

The following correspondence from the communities in the Bering Straits region expressing a need for preschool programs is included as an attachment to this report. Also included in the attachments are ideas as expressed by people of several communities in the region. The words are direct quotations from these people.

Dec. 21, 1972
Elim, Alaska

Jenny Alowa
Box 1008
Nome, Alaska

Dear Jenny,

Enclosed you will find a letter from our Elim Day School teacher and pictures of most of our preschoolers. The teacher stated what difference there is with the children that have had Head Start schooling and the ones that have not had any. So I think it is important that we have a preschool training here in Elim.

Here in Elim we have a place to teach Head Start and we also have people who are able to teach, whatever the preschoolers need to be teached before entering their first year of school.

As you might know we are requesting to have a preschool, there are many reasons why - the biggest point of all is that when entering the first grade they are ready to start reading, like they normally do. The children also develop their minds into a learning position which is highly appreciated by the first grade teachers.

Younger children are always eager to learn. So this preschool idea would be exciting both for the children and teachers. Its very obvious that preschool program will do a great deal to educate their little minds.

Will be thinking of you and wishing you luck on your meeting.

Sincerely,

Bessie Saccheus
Elim, Alaska

Elim, Alaska

Head Start advised for 4-5 year olds if the following criteria are met:

1) definite schedule with organized activities
2) consistent and reliable supervision
3) some objectives set and worked toward

I have noticed a definite advantage for the children who had Head Start 2 years prior to entering 1st grade. The vista had such a program around 1965-66. This class of children was ready to begin reading upon entering first grade. Children with no Head Start spend the first 1/2 of grade 1 learning such things as pencil control, rote counting to 10, colors and working with groups before they can begin any reading or arithmetic activities.

Mrs. Joseph Ellison
(Teacher)
Elim, Alaska

Golovin, Alaska
December 20, 1972

TO: Bering Straits Native Corporation
FOR: Village of Golovin, Alaska, and seven other villages.
ACTION: Implement Programs for the five needs which are:

1. Eskimo Culture
2. Elementary Skills
3. Hygiene
4. Safety
5. Swimming

WHEN: Soon as possible
HOW: By writing letters.

Recommendations to have all 8 villages funded for preschool was fully agreed by community also the one for the five above needs.

We of the village of Golovin fully support you on the recommendations.

President of School Board - Irene Aukougak
President of Phoebe Circle - Mrs. Martin L. Olson
President of Village Council - Martin L. Olson

Golovin, Alaska
December 20, 1972

Dear Jenny,

Held a meeting on my return from Koyuk and most of the people came.

They seemed interested in what we wanted for our children.

The suggestion made by Margaret Seegana about the toy animals being what they've never seen was thought to be good idea, to make them like what they know and see in our part of the state.

The other recommendations were fully accepted.

We fully support you in all recommendations and wish you all the luck.

Yours truly,

Alice Fagerstrom

TELEGRAM

BXV

ZCZC 18003 WALES ALASKA 20 12-21 900A BST

PMS JENNIE ALOWA

BERING STRAITS NATIVE ASSN BOX 1008

NOME ALASKA

BT

WE, THE ADVISORY SCHOOL BOARD, WANT TO START A PRESCHOOL PROGRAM AND NEED ALL THE HELP WE CAN GET.

ADVISORY SCHOOL BOARD WALES

Wales Advisory School Board
Wales, Alaska
December 18, 1972

Jenny Alowa
Coordinator
ECD
Bering Straits Native Corp.
Box 1008

Dear Jenny;

We the advisory school board of Wales are interested in having an ECD started in our village. We would like all the help and support that we can get in starting a program of this nature.

We expect the enrollment for next year will be four children. Although we can use many of the school's facilities, we would not teach at the school, unless we had it at odd hours.

We could use any equipment that would go along with any preschool program.

If we did start the program we would be able to find a place to hole the program.

We sincerely hope that funding can be made available, so that children of Wales can have this education.

Thank you,

Arlene Ongtowasruh
Maggie Komonaseak
Tobby Anungazuk, Sr.
Mary Alexander
Roland Angnabooguk

Savoonga, Alaska
December 20, 1972

Dear Jenny,

Sorry it took me awhile to send a letter and recommendation. I just held a meeting with City Councils and School Board.

They all accept the 5 needs we talk about at meeting. And one of the health aides are already teaching hygiene and safety education, to 6,7 and 8th grades.

And they are willing to let someone from U of A to come out here in the summer to teach swimming.

And they also are teaching Bilingual at school too.

One last thing. I told them about the Education Toys we talk about at the meeting, they are willing to do it but the problem is money.

I am enclosing the recommendation for the 4 villages to let them have ECD or Head Start Program.

Have a nice Christmas and New Year.

Jeannette Alowa

RECOMMENDATIONS

Savoonga, Alaska

TO: BSNC

FOR: 8 Villages with no programs.

ACTION: To let them have ECD programs or Head Start.

WHEN: I held a meeting at Community Center with City Councils and School Board.

HOW DETERMINED: They also selected 4 villages; Shaktoolik, Elim, Golovin, and St. Michael to have a ECD program or Head Start.

VILLAGE OF SAVOONGA, ALASKA

A. TEACHING:

1. Be patient and understanding. Treat each child as an individual not as a whole group.

2. Teachers should stress more supervision and talk over the problems with parents about their childrens problems. This means that teachers should assist bringing children to their homes when possible.

3. Teacher is a person who teachs us good things we should do everyday or rather we should do when we grow up.

4. Teachers should consider the need to meet the undevelop mind of preschool child and prepare them to the basic subject of elementary school.

5. I would like the children to learn about the guns and make a law from how many years and up. Even, we the parents do teach them, but some parents does not understand them. But our children can be hard for us to teach. So I would like someone to teach them.

6. I believe teaching is one of the most challenging job as a teacher. Especially with the Headstart children. A person teaching will have to commit himself as to the reaction of a child's development and furthermore, have a good self pride and must not like the job because of pay. But should relay himself to enjoy everyday life of a child regardless of creed, color, and race.

7. Teaching our children in school helps them to learn and education is important to them. Teachers have to help with children and do their work in educating them.

8. Teaching is important, and teaching is something we really want to educate our children, so they can have better future.

9. The teachers are great, they understand the children needs and tries to correct them. They and the teachers gets along.

10. Teaching children at their homes should be stress more. Besides that is where they learn the most and it affects how a person is outside their homes. Some parents think that teaching belongs to the school only. Parents should know that teaching a child at home is very important.

11. I want our children to learn more. The teachers can be a great help and our children can help the teachers, too.

B. LEARNING:

1. Share and respect for other belongings, friendliness, and obedience.

2. We learn from our elder person or our teachers what we can do with the good things.

3. Learning of preschool child should not be extended beyond the limitation of young undevelop mind. Introduction of discipline should be applied at the earliest age.

4. I believe the child's attitude from their parents comes first to learn and show self-obedience. Then the child will learn more effectively, if wholeheartedly both the teacher and the child's parents work together.

5. Learning is to help children learn what is to learn. Learn to do what the teacher say and follow orders.

6. Learning is important, too. There is lots of important things that we have to learn in this changing world.

7. The children are learning, I think rapidly. They'll learn to share toys with others and have less fight.

8. Learning at an early age is how and what a person is. So it is up to the parents that their children understand and know what is expected of them.

9. We the parents should work with the teachers.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. At home and school.

2. Home, school, and high school.

3. We learn at church, school or at any place they teach.

4. Common places like playgrounds, schools, limited outdoor places and few private places.

5. Center and school.

6. A childs good learning comes from the parents. As this learning goes on the child develops to a manhood or a womanhood. Therefore, the child should be taught at home as he or she is trying to learn at school and being taught by the teachers.

7. School, church, headstart, and home.

8. Homes, they should have their own building in their own home villages.

9. Learning should be taught outside and around the village as well as inside in school.

10. Learning should be taught at homes and at schools, and the atmosphere should be delightful and wholesome. Home is where children learn the most. Parents should encourage their children instead of giving up on them at times.

11. Savoonga, Gambell, Nome.

12. At the school and our home.

D. SUGGESTION OR COMMENTS:

1. Teachers should have weekly meetings with parents of children concerning problems occurred.

2. Education is the most important thing to kids. Early childhood development is a good start for preschoolers and would suggest to give them good things to learn other than just playing together.

3. The need of education is at hand for these kids and should be carried out with a lot of attention and respect to meet average grade level and our future need when time comes.

4. We the people of Savoonga would like to get a playground or a house to use for our children. Even BIA have one, but they do not go down after school. They have to use it only when they are at school. Also, would like to get a house for Headstart because they use a center for a movie and school which is small for 22 kids.

5. Growing a child to a good behavior and good manner should be taught more to the parents or some leaflets to be given out for the parents to read.

6. I'd like my children to learn obeying their teachers, be loving, and should learn how to eat what is given to them that they don't like to eat.

7. As for me, it is very good to have school for the preschool program.

8. If there is to be a preschool program, should parents be taught first on how to raise their children? Let them take a course on ECD, or be taught by a person(s) on that subject. I think taking that step first would improve a preschool program alot. Because alot of parents doesn't know about raising children. They do know in their own way which isn't right sometimes. I hardly know anything about kids until I took a course and I was very amazed. I'm sure parents would be, too. Like an older woman whose kids have all

grown up wanted to go back and start all over raising her kids now that she knew how to raise kids.

From my past experience, some parents think that a teacher does all the work. Parents should be interested with their kids. Should play with them and talk to them as an individual. At least, parents should be given a booklet to read with the assistance of whoever is willing to help. That way, they'll be well-informed and I would be satisfied.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. Importance of firearm safety, knives, and drugs.

2. Discipline in obeying and listening to teachers and school rules.

3. Discipline and understanding.

4. Let a child understand a doctor or a nurse as a friend, and not to be given as a monstrous person as most parents tell their children whenever they behave in bad manners.

5. Language

   speaking
   read
   write
   understand

6. No litter in the village.

7. Discipline, that's what they lack most.

8. Children should learn what their parents tell them to do. Parents must learn not to threaten their children when they are being mischief. Parents must keep their words so that a child have trust and respect toward him.

VILLAGE OF ELIM, ALASKA

A. TEACHING:

1. In teaching pre-schoolers, a teacher should have patience and understanding of the small children.

2. Someone who understands child and has training for preschool teaching.

3. We need teachers to teach on preschoolers. Mother makes perfect teachers.

4. Teachers are too often expected to be baby-sitters rather than teachers. Parents expect them to take on full responsibility for teaching things like manners, safety, cleanliness, etc. Although preschool should enforce good personal habits, these should be taught in the homes. Preschool should be taught as an introduction to what school will be like. What the teacher presents to them, the idea of learning, is more important than the actual things the children learn. Offer as much of everything as they seem to be able to absorb.

5. The teachers here in Elim are okay as far as I know. I don't know for one knows too much about the teachers.

B. LEARING:

1. The children should first be taught the basis of learning first like numbers and ABC's.

2. The preschoolers need to learn some of the basic schooling before going to school.

3. The idea of learning, the introduction to numbers, colors, words, the alphabet, etc., is where the value of preschool lies. Learning them in school will be easier if the child has worked with them before. Preschool can also introduce more of the world than can often be done at home. And learning to get along with and work with other children is extremely valuable.

4. As far as I know about the learning, I for one, would say that the learning up at the school is good. I really don't know what else I can put in for the preschoolers

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. Armory and the school basement if we can get permission. Also, if there aren't too many preschoolers, they could be taught in the private homes.

2. Armory, school basement.

3. School basement, armory, old store, and individual home. In Elim's case, since there are just a few children eligible for preschool, this may be quite practical.

4. I feel that learning should be taught in their home town where they know each other.

5. Undecided.

D. SUGGESTIONS OR COMMENTS:

1. We don't need questions. We need a school here for the preschoolers badly even we have few children.

2. In the following pages, most of the things I have marked "NO" to I have done so because I feel they are too far advanced for the abilities of 4 and 5 year old, or I feel they should be the responsibility of the parents and not teachers.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. I would just like my children mostly to learn the basic mechanics of learning, before they go to a regular day school.

2. I would like my child to learn that school is to share and learn.

3. Introduction to music and art of all kinds.

   a. pictures, painting, photos, etc.
   b. records of children songs.
   c. learning to sing simple songs.
   d. pictures and records introducing instruments and the sounds each make.

   Simple Crafts

   a. coloring
   b. painting with brush or finger paints.
   c. paper cut-out
      magazine
      construction paper.

4. Make pictures with scissors and paste (with yarn, string, paper, macaroni, and rice or beans, etc.).

5. Nursery Rhymes and Fairy Tales.

    a. books for children to look at.
    b. stories to be read to children or told to them.
    c. rhymes and poems they can learn.

6. Stimulation of Imagination.

    a. through games and stories.
    b. play acting "let's pretend".

7. Discipline.

    a. obedience to rules.
    b. obedience to teacher.
    c. respect and tolerance for children he plays with.

VILLAGE OF WHITE MOUNTAIN, ALASKA

A. TEACHING:

1. Teachers should be interested in children and should enjoy being with children.

2. The teachers should have at least some kind of experience with the village children.

3. Teachers should be able to understand children, their behavior toward other children and is willing to teach children about all the things marked on the other page.

4. Teachers should be the ones with patience and understand little children.

B. LEARNING:

1. Learning is a life long process. People seem easier to learn new things at an early age and what ever is learned while young are usually never forgotten.

2. Students should have some kind of punishment when they deserve it. The teacher should clamp down on them when they are failing.

3. Learning is most important for most preschool children before getting into first grade like learning their numbers, identifying colors, certain objects or shapes and being with a group like sharing toys and getting along with children.

4. Learning should include numbers, obedience, and respect for others.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. Home, school, church, village.
2. The students should have a place close by home in case of an emergency at home.
3. Place should be taught in the Headstart and Kindergarten.
4. Wherever is available and warm.

D. SUGGESTION OR COMMENTS:

1. Perhaps parents can have one or several sessions in how children learn or how best to teach their own children because most of learning begins in the home.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. Basic understanding of our village dialect.

F. ATTITUDE OF OTHER CHILDREN:

1. Must be able to get along with group of children.

VILLAGE OF GAMBELL, ALASKA

A. TEACHING:

1. Our teachers (BIA) are bound by too many rules and regulations. They should be allowed to be unorthodox at times where maximum efficiency can be attained. They (teachers) are victims of an over structure which is a chain around their necks.

2. It's alright working with children. It is a good experience working with them.

3. Teachers are the most generous, understanding, patient people I ever know and I certainly have nothing against them. I think they do so much and I'm forever grateful.

4. Here in Gambell our teachers are concerned about our children, how best to serve them. They have also the teacher's aides to help in the Special Education which they have in the classroom for the slow learners, behavior problem students, etc.

5. Much needed by all.

6. We need teachers very much.

7. Good and helpful.

8. Excellent.

9. They're always a great help to our children here in Alaska. Some things they would have not know, they learn everyday at school. Teaching is a great help to our kids.

B. LEARNING:

1. Our children compared to those of metropolitan areas are very slow to learn. If we are to close the 200 years time gap between the Whites and Eskimos of our area, we need to divorce special exceptions for our handicapped children and expose them to current technology. Children can only learn what they are taught, they can jump 200 years in five.

2. We get to learn how each child is.

3. Learning is one thing that should never stop and with the wide field of subjects, going to school and being in school should be more interesting now. I should think.

4. As parents, we realize how important education is to our children. In this age, in order to get ahead, our children have to have an education.

5. Depends on the student and the teacher and parents.

6. Both teachers and parents working together for students.

7. Each children should learn both language, Eskimo and English.

8. I think all the suggested subjects for children are all good.

9. Our children needs all the learning they can get from parents and teachers.

10. Excellent.

11. Good.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. School, where facilities are readily available. Field trips, where necessary.

2. Home, church, school.

3. Home, preschool house in the community.

4. First of all, the home should be a center of learning for our children. We feel Headstart is important also. The children get use to strangers and also to get along with other children. Then, of course, regular grade school is attended in the village.

5. Here in the village.

6. Here in the village.

7. In every village.

8. Gambell.

9. Home, church, and school.

10. School house or any available place.

11. Home, anywhere in Alaska or in any other school in lower 48.

D. SUGGESTIONS OR COMMENTS:

1. State and federal agencies recognize our school problems and seek solutions; but, remedial actions are only partly carried out. Positive follow-thru programs should be in constant revolve.

2. Parents especially young parents should be taught how to properly raise children. I believe lot of our young parents need to know this important responsibility.

3. No adequate Headstart building available. Present building used is crowded and cold in winter.

4. We think our children would study better here in our village where hunting and sewing available.

5. Should go to a very educated high school, not a school "with riots", "fights" and all that. My children, I suggest won't go to a boarding home school, there's plenty of explanation to that.

6. No comment.

7. For our area, it would be a waste of valuable time to teach these cultural things in school. These are parental responsibilities that can be taught at home. However, parents weak areas can be touched up on by teachers on a limited basis.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. Safety rules for electricity.
2. Respect for others and manners.
3. Respect the teachers.
4. Manners.
5. Manners.
6. I think the above subjects are good enough.
7. Plenty of understanding and knowledge.

F. ATTITUDE OF OTHER CHILDREN:

1. To be clean, also.

VILLAGE OF WALES, ALASKA

A. TEACHING:

1. Teaching is good for young child's better future.
2. Teaching is good for early age from 3 to 5.
3. This will be good for preschool kids.
4. I don't know too much about teachers because there was never funded preschool here in the village.
5. Should be 5 years old. The teacher should take concern about the learning of the children.
6. It would be good if the 5 year olders were consider. The high school graduates will be a great asset for the kids.
7. I like to have a good strict, sober minded, kind teachers. I don't like shouting teachers.

B. LEARNING:

1. Behave good manners in public.
2. To respect older and obey.
3. This depends on whoever teachers them and whatever is given.

4. I think the preschool children would benefit from the school before going into elementary school.

5. The children should be taught to obey and take concern of their learning.

6. How to do the right things.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. School.

2. School, church.

3. This is up to the city council to give them a place to stay and teach.

4. Wales.

5. At school.

6. At school.

D. SUGGESTION OR COMMENTS:

1. Children should learn to be in school when he or she starts to talk, and practice to be with older students.

2. Learning is very important for early age.

3. Whoever appoints a person to teach should have a better thought to give.

4. Take concern that the children are taught obedience and respect to others.

5. Where there are books and more things.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. Should learn their first name and be friends.

2. Obey the teacher.

3. Obey the teacher.

4. Keep out on thin ice. Stay home when stormy. Go home before midnight. Don't fight each other. Obey your teachers. No stealing. Watch out vehicles. Don't play around oil tanks or gas tanks.

5. Not fight.

VILLAGE OF BREVIG MISSION

A. TEACHING:

1. Excellent.

2. Okay, best.

3. The teachers here in the village are real nice and are real good teachers.

4. We have real nice teachers, and they are real good at teaching. They try their best in helping our children. Thanks to our wonderful teachers Bob and Patsy.

5. I think that the teachers are a fine people because they help the school kids learn the basic fundamentals of the business world. At least the first part of the everyday living in this world of business and science.

6. I think the teachers are doing a good job of teaching the kids and that they should continue to let them learn about their subjects more seriously.

7. Good teachers are ok.

8. Teachers play an important part in a person's life who is learning to read, write, and speak what he teaches them.

9. I think that the teachers here are doing a good job in teaching the kids.

10. The teachers are doing a great job of teaching.

11. We have teachers here in Brevig who are real good teachers.

B. LEARNING:

1. It is an investment to life.

2. Children are learning alot.

3. Learning is very good for the children (preschoolers) because they are a part of the people.

4. Learning is important.

5. I think learning to read and write is very important to everyone. Preschoolers should be taught what to expect when they enter elementary school.

6. The kids seem to be learning alot as they go along and I think the preschool program should be a great help to the village on the kids.

7. The teachers are doing a great job of teaching.

8. When the kids start to go to school, they start learning from their teachers.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. All villages.

2. Outside, church.

3. Places where the Bering Straits Native Corporation put up schools.

4. In church during the week days. (at Brevig)

5. Church or school during the weekends and probably the National Guard building can be used too.

6. Brevig Mission.

7. They should be taught where they are staying in the village where they have teachers.

D. SUGGESTIONS OR COMMENTS:

1. If a school for preschoolers should begin in this village or any other village, I believe it sure would help during their first year as a beginner.

2. It would be a good idea if we had preschool here in the village.

3. We're heading for a happy year.

4. Math, reading, and writing.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. Baking.

F. ATTITUDE OF OTHER CHILDREN:

1. The attitude of some children have improved, but some need to learn more about it.

VILLAGE OF KOYUK, ALASKA

A. TEACHING:

1. Good.

2. Excellent, understands the children.

3. Need linguistic teacher. Our present English teachers are good.

4. I think the teaching is a real good investment.

5. We never learn without a teacher.

6. To the standards of the children and myself, I believe that the teachers are trying their best to teach our children.

7. There is nothing wrong with our teachers, they are very nice teachers.

8. I think alot about our teachers.

9. I think that our teachers are doing a good job and doing all they can to teach our children in our school.

10. Should be willing to teach children. (ambition)

11. Teachers are most needed in the villages. Without teachers, our children cannot learn. Best of all we like teachers who wants to learn Eskimo ways of life, and do the things, like Eskimo dialect, etc. Eskimos teach the Whites, Whites teach the Eskimos.

12. The teaching is excellent as with the help of the teacher's aide.

13. They are good teachers.

14. Yes, the teacher should have training, perhaps on a workshop provided by the Bering Straits Native Corporation.

15. They are good teachers.

B. LEARNING:

1. Should learn more.

2. Satisfactory. Helps preschoolers prepare for grade school.

3. Eskimo language.

4. Learning is good.

5. We learn by doing and what teacher taught us.

6. I believe that most children are learning toward the modern way toward life's future.

7. The kids are learning fast.

8. A child should learn all he or she can.

9. Our children are learning day by day, and more they learn, the better life each child will have in the future to come.

10. This is needed

11. Our children learn to learn things in school, anywhere, at home. It takes time for a child to learn. So learning is important like anything else.

12. I think learning is on the process.

13. Good.

14. Especially dealing with small children.

15. Good.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. School.
2. Around the village and school.
3. One day or so of learning in village school each week.
4. School or community building, if available.
5. At home and school.
6. Community state school and adequate facilities for a child to be taught.
7. Villages, Koyuk.
8. School and church.
9. At home, at local schools, and others.
10. At home, at school.
11. School, playground.
12. Home, church, school, armory, clinic, and playground.
13. School, church.
14. School.

15. First, Nome, Alaska.

16. School.

D. SUGGESTIONS OR COMMENTS:

1. Children should be taught reading and spelling and meaning more.

2. If we could have one night with all the children, this way we could also teach them on and talk to them, to grow up to be honest and keeping out of trouble would be a help alot.

3. Villages should have a better place for a preschool children, and better places to learn.

4. It would be great to have Eskimo dialect teachers for our children, and these younger generations.

5. Perhaps two or three weeks workshop should be the length of the training workshop.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. They speak more Eskimo languages.

2. Courtesy and respect to others. Honesty, discipline especially self.

3. Other possible teaching. Foreign, both Eskimo and Indian language.

4. Accept others of different race.

5. Children should be taught to be careful of other peoples property.

6. Eskimo way of life. Safety rules. Tell them which is right and what's wrong.

7. To learn how to speak Eskimo.

8. Eskimo language.

F. ATTITUDE OF OTHER CHILDREN:

1. No objections.

2. No question.

VILLAGE OF SHISHMAREF, ALASKA

A. TEACHING:

1. I think the teachers are very good this year. So far, students have not made complaints.

2. Replace teachers to a more younger teachers with more education and experience. I suggest that they should have an election to have a certain teacher.

B. LEARNING:

1. Progress on what they see and study.

2. I think that there should be more learning about numbers, reading and writing. Should at least teach them how to write their names.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. Community Hall.

2. Community building.

3. In the church, not in home. Or in a place that is adequate for schooling.

D. SUGGESTIONS OR COMMENTS:

1. I feel that we should have a teacher who is a graduate to have the experience with the preschoolers, instead of a person without hardly any education and knowledge of how to teach preschool children.

E. ATTITUDE OF OTHER CHILDREN:

1. Should learn rules of discipline.

VILLAGE OF STEBBINS, ALASKA

A. TEACHING:

1. Trained and experienced.
2. Teachers should be trained first before they start teaching.
3. Very enjoyable and I also learn somethings from the kids themselves that I probably wouldn't learn elsewhere.
4. Like the children to be taught in Eskimo.
5. Teaching is a good experience.
6. A good idea that has an experience.
7. I think teaching is good for the children because they learn many things from their teachers and from others.

B. LEARNING:

1. Learn more.
2. Surrounding familiar to homes and other areas in the field of education.
3. When the kids go to school they learn lots.
4. Learning is still a good idea.
5. To have the right teachers.
6. Learning is good for everybody. Without learning you won't learn nothing.
7. I think learning is good for the children because they can't develop their own mind as they grow older.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. Stebbins.
2. BIA schools, homes, Headstart.
3. At home.
4. At the homes.
5. At homes, school, or Headstart.
6. Here at Stebbins.

D. SUGGESTIONS OR COMMENTS:

1. When a child is send home during school the teachers should send a note to explain to the parents.
2. No comment.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. Anything that needs to be taught.
2. How to get along with other kids.

F. ATTITUDE OF OTHER CHILDREN:

1. I think the children need more education.
2. To be kind and obedience.
3. I want them to have friends.

VILLAGE OF SHAKTOOLIK, ALASKA

A. TEACHING:

1. Teaching or teachers should be based on (2) two phases, depending on ages of preschoolers.

2. Teaching early in child's life gives a child more understanding to begin with.

B. LEARNING:

1. Preparation from above for preschool in effect should give high percentage of preschoolers in learning, parallel to non-natives in education. Attainment in years and quality in leadership and dignity.

2. Learn to be in school and get use to it.

C. LIST OF PLACES WHERE LEARNING SHOULD BE TAUGHT:

1. School, church and in every day living in homes.

2. At home, community building, school providing if space is available.

3. In the home village or city.

4. At Shaktoolik.

D. SUGGESTIONS OR COMMENTS:

1. Preschool is needed in the village.

2. I would like to suggest that on your field trips to villages, find out places where this program could be carried out in each village.

E. OTHER THINGS YOU WANT YOUR CHILD TO KNOW:

1. To be careful in dangerous places.

Bristol Bay Native Corporation
P.O. Box 237
Dillingham, Alaska 99576

"When the white man first came to this continent, he set about to exterminate the Indian. When this proved impossible, he set out to spiritually exterminate the Indian and to make him a white man.

This is presently being accomplished through education. When Indians are all spiritually non-Indians, the non-Indian will have his final excuse for ending all reservations.

The effects of this policy are visible. An Indian can be taught to view himself as a non-Indian, to hate his own culture, and his own people, but white men always know that he is an Indian.

The policy is fantastically destructive and sows seeds of division among Indian people when they need to understand each other most.

White teachers and administrators have not been taught to view Indians as contemporary people. Whenever an Indian stands and says, 'I want my own culture and my own language,' he is accused of wanting to go back to the tepee. When the Iroquois were living in houses of bark, most Europeans were living in houses of straw. It has nothing to do with the desire of the young people to learn about their culture.

Culture refers to the artifacts of a society, its language, its dress, its customs, and its skills. Teachers say that culture cannot be taught in schools, that it should be taught in the home. But, they teach their own culture in the schools, in fact, that is all they teach.

. . . .and education is supposed to serve the needs of those to be educated. Is it in our own interest to be psychologically and culturally exterminated?"

"Are we Indians so 'whitemanized' that we will participate in our own destruction? The only way grievances have ever been answered to in education has been when people become concerned enough about their children's education to take action. No one will come and do it for us." (from "Akwesasne" Notes)

CHILD DEVELOPMENT OBJECTIVES

Children

I. Children will feel positively about their cultural background.
II. Children will have a positive attitude toward school/community/environment.
III. Children will have a sense of self-direction and independence.
IV. Children will develop some basic learning skills.
V. Children will have some degree of ability to speak effectively and creatively.
VI. Children will have begun to develop good health and safety habits.
VII. Children will show increased control of their muscles.

Parents will show increased involvement in the activities of their children.

Child Development Workers will show increased skill in working with young children.

State-Operated Schools/Office of Child Development and Regional Corporations identified the following needs. (Objectives addressing each need are referred to by Roman numeral.)

1. To unify child's home, school, and community experiences (smooth transition from home to school),

   I, II, III, IV, V, VI, VII.

2. To provide higher quality and better coordinated services to children and parents.

   II, IV.

3. To provide the child with a revelent bicultural education.

I, II, III, IV, V.

4. To have the child develop a positive self-image.

I, II, III, IV, V, VI, VII.

5. To foster development of mental processes.

III, IV, V, VI.

The overriding need is to provide continuity between the child's home, preschool, and later life experiences.

The child development center will emphasize culturally relevant experiences in the interest areas of art, music, science, dramatic play, books and stories, muscle activities, nutrition and language. The education of the children will progress from familiar to unfamiliar and from concrete to abstract. In this kind of setting the child makes the choices, is free to work alone or with a group, to move at his own rate, and to work at tasks that are appropriate for him. The child will be growing socially, emotionally, and intellectually, as well as developing physically.

NEED FOR EARLY CHILDHOOD DEVELOPMENT PROGRAMS
(As Stated in Day Care Programming)

All children have the same needs, but the degree of need for early childhood development varies with the individual child. Some children come to preschool with strong healthy bodies, active minds, a good feeling about themselves, and an intense desire to learn. Others are malnourished, unresponsive, uncooperative, and defeated. The defeated children may stay that way unless the preschool and specialized community services help them and their families. The successful children need encouragement and opportunity to move ahead in the Child Development Programs.

The future takes care of itself if we take care of the present for every child.

GOALS FOR EARLY CHILDHOOD DEVELOPMENT PROGRAMS

Early Childhood Development programs can and should serve as a place for preschool children to:

1) expand their experiences with others
2) learn about positive practices which help insure good health
3) learn to control their bodies
4) find adults they know and can trust to guide them in the public world
5) find rich and varied experiences necessary for achievement of their physical and intellectual potential.

In addition to these general goals, the Early Childhood Development Program should see to it that each child in the program is receiving necessary clinical appraisal for screening of nutritional, dental, visual, hearing, or other problems which are likely to affect his development.

Constant evaluation of the goals set up by the program, which were obtained from various sources of which the parents plan the biggest role, either prevents contradiction or results in realistic change to better meet the need.

The following listing of aspects of development might suggest some areas in which specific goals could be set. The exact level of the goals will depend on the children and their developmental levels.

Physical Development:

gross muscle coordination
fine muscle coordination

eye-hand coordination
general good health

Emotional Development:

feelings about self, peers, family
feelings about adults and the world in general
ability to accept and express own feelings
ability to accept the feelings of others

Social Development:

level of interaction with other children (cooperation, helpfulness, sharing, play interaction, sympathy and empathy)
degree of independence
ability to control own behavior
identification with appropriate sex role
attention span and persistence
leadership
responsibility

Language Development:

pronunciation
use of grammatical structures
vocabulary size
sentence length
comprehension
ease and skill of expression

Intellectual Development:

store of knowledge (factual information)
ability to plan and solve problems
curiosity
ability to categorize
familiarity with concepts such as color, number, shape, size, time, etc.
ability to understand and use symbols
ability to make abstractions

Creative Development:

Imaginative uses of materials and language
ability to freely express self through art, music, plastic media (clay, wood, sand, etc.) and language
experience satisfaction through creative endeavors
appreciation of beauty

DEVELOPMENTAL TASKS
BASIC TASKS

1. Developing a self-image he can respect.

    *a. Accepting himself as a separate, distinct individual of worth.
    *b. Feeling accepted by the person (or persons) in his intimate world who exemplify the ideal way of acting to him.

2. Developing a pattern of affection.

    a. Having ability to show affection toward others.

    b. Having ability to share affection.

3. Achieving independence and self-management.

    a. Developing a sense of physical independence within a framework of dependence.

    b. Reaching toward independence.

4. Relating one's self to his social group.

    a. Enjoying play in the company of others.

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*a. preschool
*b. Primary grades

  - b. Enjoying play with a friend.

5. Learning one's sex role.
  - a. Becoming aware of sex differences and adjusting to cultural pattern of sex differences.
  - b. Identifying with proper sex role.

6. Accepting one's body.
  - a. Growing - continuing big muscle development and motor abilities.
  - b. Developing finer muscle control and motor abilities.

7. Accepting society's demand for competence.
  - a. Developing elementary cultural patterns of physical care.
  - b. Feeling successful in their efforts.

8. Finding one's place in work.
  - a. Developing initiative and language communication.
  - b. Doing small tasks under their own power and direction.

9. Finding adventure and joy in living.
  - a. Extending his acquaintance with his environment.
  - b. Increasing their acquaintance with their environment.

10. Developing a value system.

   a. Accepting controls from others - beginning of some self-control from a developing conscience.

   b. Increasing their ability to take directions from others and direct themselves from within.

SERVICES TO BE PERFORMED BY CONTRACTOR
PRODUCTS TO BE PRODUCED BY CONTRACTOR

1. Ad hoc Advisory Structure

   A. Composition

      1. Village Council President or his designee
      2. School Board Chairman or his designee
      3. Bristol Bay Native Corporation Board Member
      4. Health Aide
      5. Parent at Large

(The above are a good selection of the governing bodies of each village. They pretty much represent all the factions. These people were elected at village meetings for these specific jobs.)

   B. Method of Selection

   They were appointed to this structure as they are the representatives of each respective village and are best able to speak for their people.

C. Recommended Next Step

Expand the above peoples' duties to take in the health, education, and welfare of their village from conception through life as an advisory board for their village. Their duty would be to report to their Bristol Bay Native Corporation board member who would in turn report this at the regional board meetings. This would be passed on to the respective agencies such as State-Operated Schools, Office of Child Development, Bureau of Indian Affairs, Public Health Services, etc.

Regional educational board should be selected to set policy, initiate contracts, etc., with help from State-Operated Schools.

II. Plan for identifying children's needs on an on-going basis, and for identifying resources within the region including knowledge, skills and feelings excluding personnel, facilities, materials, equipment, and supplies for this specification.

A. Needs Identified

1. Ad hoc advisory structure should continue to assess needs in each village at least once every year or two. Ad hoc advisory structure would obtain the needs from the village and pass them on to the regional corporation, who would in turn pass them on to the proper agencies for implementation.

NEEDS: Read-ABC's, know numbers, talk and understand both languages, improved health, improved socializing, improved mental processes, improved independence, know what school is all about, parent involvement, know elementary survival technique and safety precautions. Know colors, physical education, respect for each other and property, know value of money. These are basic needs for Bristol Bay, overall with each village agreeing that there was a need to prepare their children for grade school.

B. Process Utilized to Identify Needs

1. The above needs were obtained by traveling to all the villages in Bristol Bay and holding meetings with the village and/or visiting the homes of the villagers. Some information was also gathered from correspondence sent to the regional corporation by the ad hoc advisory structure.

III. Evidence or indicators that would satisfy Bristol Bay Native Corporation and village school boards, after programs are in operation, that the identified needs are being met.

A. Objectives

1. Read-ABC's - Teachers and parents report that this has been learned.

2. Numbers (counting) - Teachers and parents report that this has been learned.

3. Talk and understand English and Native languages - Teachers and parents report that children can say things like, "I'm hungry, sleepy, tired," etc., answer questions when asked, etc.

4. Improved health - Teachers and parents see less cavities, sickness, child has brushed teeth regularly, washed and bathed regularly, etc.

5. Improved socializing - Children are able to get along together in play, work, etc. Share things and is seen by teachers and parents, etc.

6. Improved mental processes - Doing things on own without being told specifically how to do it. Being more inquisitive. Being more creative, etc.

7. Know what school is all about - Child verbalizes that school is a good place to learn, have fun, etc.

8. Parent involvement - Child verbalizes to teacher or parent that the parent has helped child to learn something by showing a genuine concern. Parent plays educational games with children to get them to think, yet makes it fun. Read stories of interest to children, etc.

9. Improved independence - Parent and teacher sees children doing more and more things on their own

without their help, etc.

10. Know elementary survival techniques and safety precautions - Child verbalizes to parent, teacher, peers what will happen if they aren't properly clothed when going out to play, on trips, etc. Child verbalizes that he knows it is a must to look carefully before he shoots a gun, especially a rifle. Child verbalizes he shouldn't point a real gun at anyone regardless if he thinks its empty or not, etc.

11. Knows colors - Teachers and parents report that this has been learned.

12. Physical education - Teachers and parents see a marked development in eye-hand coordination, good general body health, gross and fine muscle coordination, etc.

13. Respect for each other and property - Parents and teachers see less name calling, jealousy, etc. Parents and teachers hear child verbalize that it's bad to abuse other people's property as it costs money, etc.

14. Value of money - Teachers and parents hear child verbalize that they have to work for their allowance as their parents have to do the same. Child verbalizes that everything costs money.

(The foregoing are based on Children's Cache plan for identifying indicators to meet needs and objectives.)

B. Means Utilized of Determining Objectives

1. By talking to people, etc. (see number II on needs) and by looking at Children's Cache objectives and methods of evaluation being used by State-Operated Schools Office of Child Development.

C. Recommended Next Step

1. Continual assessment by preschool teacher and parents and passing it on to the ad hoc structure who are also doing the same. This information is passed on to the regional corporation who in turn passes it on to the appropriate sources - State Operated Schools, State Legislature and Washington if necessary to see that the above needs (objectives) are being met.

IV. Priority listing i.e., the order in which Early Childhood Development programs will be implemented in villages within the region.

A. Priority Villages

1. Levelock
2. Newhalen
3. Aleknagik
4. Clarks Point
5. Egegik
6. Twin Hills
7. Ivanoff Bay
8. Chignik Lagoon

(All the villages of Bristol Bay are in favor of a preschool type program or any type of program serving preschool age children in their specific villages.)

B. Means Utilized for Determining Priorities

1. The Early Childhood Development Planning Coordinator with the help of a corporation staff made the determination. Those who went out of their way to begin a volunteer program, or who have really shown a desire by sending in needs and objectives and putting some time and effort into their "needs assessment" were the ones chosen as the priorities. If upon receiving a lecture or visit and some literature on what was needed to in the future help in the selection of villages to get preschools and if these villages didn't at least make some effort to send in replies, they were not put on the above list even though they verbally indicated they want a preschool.

C. Recommended Next Step

1. Have a regional education board formed to select priority villages, develop programs, etc., or let the regional board of directors form a subcommittee to serve as an ad hoc advisory group. The members could select priorities based on written information mailed to them in their respective villages.

V. Alternative Early Childhood Development Programs for Fulfilling Children's Needs Identified (in Item II) within Top Priority Villages (as selected in Item IV). The recommendations shall take into consideration at least the following for each priority village:

(a) children's needs that are intended to be fulfilled by the program (see II); (b) evidence and/or indicators which would be acceptable to the village school board as proof that children's needs have been or are being fulfilled (see III); (c) program alternatives, including specifically: program organization, structure, materials, equipment, supplies, personnel, facilities, training (see V); (d) budget for each program alternative, as per outline in Appendix D herein of this contract (see V).

A. Alternative Program Models

The following existing early childhood development models were identified for the people participating in this planning in the Bristol Bay region.

HEAD START (description taken from a RurAL CAP publication)

Prepares children ages 3 - 5 for school. The Village Council selects the teacher(s), aide(s), cook(s), and janitor(s). The classes can be in the Community Hall or a school classroom. The minimum children is 12 for a program and requires a 20% in-kind donation. This program is carried on by RurAL CAP under OEO funding and federal Child Development guidelines.

CHILDREN'S CACHE (Title I) (as described by Alaska State-Operated Schools)

Prepares children ages 3 - 5 for school. The Village Council and/or School Board selects the teacher(s) and janitor(s). There is a snack or hot lunch which is usually with the Grade School children; hence, excluding another cook. Classes are in a home, Community Hall or the school. Since there is a minimum of three children for this program, it can be held in someone's home very easily. This program is set up by the State-Operated Schools/Office of Child Development. One or two persons depending on the number of children are sent to Anchorage for six weeks of training in late August for this program. A specialist visits the village and conducts on-site training at various times throughout the school year.

KINDERGARTEN

Prepares children age five for grade school. The teacher is certified by the State of Alaska. The program is held in a classroom of the school for 1/2 day for every ten students or less.

HOME START

Prepares children 0+ - 5 years for school. The teacher is the child's parent who have received training from a SOS/OCD specialist. Training is done in the home with materials provided by the SOS/OCD. Once a week the parents would bring their child (children) to the school or Community Hall so that the kids can play together. As the child gets to be five years, he should be brought into the primary grades at the grade school to see what he will be doing the following school year.

DAY CARE PROGRAMMING (From Day Care Programming Report #7)

Prepares children 3 - 5 for school. (This can probably be lowered if the village so decides.) "Under the care of teachers, children receive individual attention, as well as a chance to play with other children of their own ages. During their most formative years, children have a right to the best we can give them. Day Care is addressed to what the individual child needs to grow and develop. Planning a Day Care Center involves a great deal of work. Some of the first steps include:

a) finding a source of funding;

b) finding or building an appropriate facility;

c) obtaining a license from the State Department of Health and Welfare, Division of Family and Children's Services." (For information write to: Robert Clark, Program Planner, Box 237, Bristol Bay Native Corporation, Dillingham, Alaska 99576.)

COMBINATION

0+ - 5 years preparing children for school using any part of the above programs or one you set up yourself with help and training from the BBNC and SOS/OCD. A specialist will train your teacher or the parents in the village to help meet any of the needs you feel your children should grasp at this age level. Can be in the home, school, Community Hall, etc.

B. Projected Budgets for Alternative Programs

Following are budgets for three of the alternative programs listed in the preceding section:

a. Children's Cache - 14 children

Personnel	$13,671.00
Training	2,520.00
Facilities	8,200.00
Commodities	1,600.00
Equipment	2,200.00
Interagency Charges	1,409.55
Total	$29,600.55

Total unit cost per child/day $11.75

b. Home Start - 3 children

Personnel	no cost
Training	$ 1,460.00
Facilities	450.00
Commodities	1,500.00
Equipment	3,000.00
Interagency Charges	320.50
Total	$ 6,730.50

c. Combination - 7 children

Personnel	$ 5,448.00
Training	1,460.00
Facilities	2,750.00
Commodities	1,500.00
Equipment	2,200.00
Interagency Charges	667.90
Total	$14,025.90

By utilizing the program budgets for the Children's Cache programs as a guide, the above budgets were formulated.

C. Recommended Next Step

Have the Alaska State-Operated School System begin implementing preschools of the village's choice as soon as possible on a staggered basis until every village has a program.

APPENDICES

Included in these appendices are several letters from communities in the Bristol Bay region that indicated a vital interest in initiating early child development programs and in taking an active role in decision-making in education. Also included are resolutions adopted by the Board of Directors of the Bristol Bay Native Corporation pertaining to education in the Bristol Bay Region and data about current preschool programs in the region.

APPENDIX A
CORRESPONDENCE

Dec. 11, 1972

To: Robert J. Clark
E.C.D. Planning Coordinator

From: Joan Pedersen
Chairman, Advisory Board
Chignik Lagoon

What we are trying to get started is a class for three - five year olds. It will be conducted in the present school-house. There is a spare classroom available which is not being used. We only have three children in the village now that are in this age group.

The things we want them to learn are listed below,

1. To play together
2. Sharing
3. Coloring and finger painting
4. Manners
5. To get a little individual attention that perhaps they don't get at home.
6. Read them stories and perhaps show them film strips

As I read this over I realize that these are things they should be learning at home. But since often they don't it is a good idea to have it made available to them. It should simplify the teachers job once they are school-age if the ground work has already been put in.

Hope this is some help to you. Please write if you need more information.

Dec. 11, 1972
Chignik Lagoon

To: Robert J. Clark

From: Joan Pedersen, Chairman

1. Any teacher who is coming into a small village like ours, should have some knowledge of the minor things that can go wrong with a light plant.

2. Also they should be aware that the living quarters are designed for a single person or married couple without any children, as it has only one bedroom.

3. There is no hot lunch program as the only place available to cook is the kitchen in the teacher's quarters and this is extremely inconvenient for them.

4. The closest store is three miles away across the lagoon. They do not carry any fresh vegetables but everything else is available.

5. There is a freight boat hat comes in once a month from Seattle this makes it possible to order your fresh meat and groceries from there. This makes quite a savings in food costs.

6. Transportation is always available to go to the store as you can always catch a skiff ride with someone.

7. Also anyone that comes here should be interested in outdoor sports, reading, and so forth. The winters are long and you have to be able to amuse yourself or be awfully unhappy.

8. Last, they should be willing to take people as they are. We're not perfect, but we are no different from people anywhere else.

Perryville, Alaska
January 2, 1973

Subject: Pre-school Needs Assessment
Incoming New Teachers

Mr. Robert J. Clark
ECD Planning Coordinator
BBNC Office
P. O. Box 237
Dillingham, Alaska 99576

Dear Robert:

This is in reference to your memorandum dated November 24, 1972 which we received the second week of December.

The following is a list we feel that the incoming teachers should know or understand and expect in rural villages.

1. Recognize Village Laws & Traditions
2. Work closely with parents & local school board
3. Know that they will be away from modern environments during school.
4. Be understanding to children.
5. Village will not accept any teacher who is a drug user.
6. Knowledge of bush survival.
7. Willing to socialize with the people, and accept village way of life.
8. Should have patience.
9. Should not come to the village and expect to interfere with governmental affairs.
10. Main interest should be to teach.
11. Village would like to interview teachers before they are hired.
12. Visit Village prior to hiring.
13. Would like some idea of teacher's background.

14. Should have prior teaching experience in
Village Alaska.
15. N/A

We would like to advise that starting May 15, until Sept. 1, each and every year majority of the Village leave for Commercial Fishing grounds.

If we can be of any further assistance please contact us.

Sincerely,

Boris Kosbruk, Advisory
School Board Chairman
Harry Kosbruk, Member
Marvin Yagie, BBNC
Elia Yagie, Parent at Large
Emil Kosbruk, Health Aide

cc: School Board file
Ron Klemm, Area Supt.

APPENDIX B
RESOLUTIONS

RESOLUTION NO. 1

WHEREAS, there is a need for local advisory school board members to clearly understand what responsibilities and opportunities are theirs under current policies and practices, and;

WHEREAS, it is the philosophy of the Board of Directors of the Alaska State-Operated School System and its personnel to place full responsibility for education in the hands of local and regional school boards in the near future.

NOW, THEREFORE BE IT RESOLVED that the Board of Directors of the Bristol Bay Native Corporation does hereby heartily endorse this proposal to have Alaska State-Operated School provide the local community school boards of Bristol Bay with the necessary and desired training to conduct regular meetings and operate a school effectively.

RESOLUTION NO.2

WHEREAS, the common traditional languages spoken within the Bristol Bay Region are Eskimo, Aleut & Athabascan, and;

WHEREAS, due to modern techology, the culture, heritage and languages are taking a back seat in our everyday living, and;

WHEREAS, the Bilingual program is a tool to revive our diminishing languages, customs, history and legends, and cultural heritage, and;

WHEREAS, there exists a law which provides for any village with 15 or more students who speak the traditional languages, and;

NOW, THEREFORE BE IT RESOLVED by the Bristol Bay Native Corporation that the Board of Directors of Alaska State-Operated School System provide that the bicultural program be initiated in those villages which request the program.

RESOLUTION NO. 3

WHEREAS, the Early Childhood Development Planning Contract was funded by the State-Operated Schools/Office of Child Development to provide a study to assess the needs of preschool children in the Bristol Bay Region, and;

WHEREAS, due to congressional action relating to the Social Security Act, Title IV A this contract wouldn't be extended beyond November 30, 1972 for six (6) months beginning December 1, 1972 upon mutual agreement of Alaska State-Operated School System and BBNC, and;

WHEREAS, the appropriation was relinquished to the Bristol Bay Native Corporation to assess comprehensive child development planning, to result in expanded child development programs, and;

WHEREAS, the resources consumed for this contract would be wasted if no adequate follow-up is provided to the logical conclusion of this planning, and;

NOW, THEREFORE BE IT RESOLVED that the Board of Directors of the Bristol Bay Native Corporation endorses this proposal to have the Board of Directors of Alaska State-Operated School System provide the funds and programs to meet the needs of preschool children in Bristol Bay upon request.

RESOLUTION NO. 4

WHEREAS, The Alaska State-Operated School system from time to time negotiates contracts with the Bristol Bay Native Corporation/Association, and;

WHEREAS, many of these contracts require continuous planning, consultation, assistance, and training, and;

WHEREAS, the Alaska State-Operated Schools has personnel available to provide such assistance for their programs, and;

NOW THEREFORE BE IT RESOLVED that the Alaska State-Operated School system provide the above stated services to the Bristol Bay Native Corporation/Association upon request.

RESOLUTION NO. 5

WHEREAS, the Alaska Rural Teacher Training Corp (ARTTC) program is training natives and others dedicated to teaching in the village, and;

WHEREAS, the ARTTC program is managed jointly by the village people, the Alaska State-Operated School System, and the universities, and;

WHEREAS, the village people select the candidates, review their progress and, finally recommend to the universities and the State Department of Education whether or not each Corpsman should be certificated to teach, and;

WHEREAS, the village people should decide what kind of teachers they want to teach in their schools, and;

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of the Alaska State-Operated School

System give the ARTTC program graduates preference in the hiring of bush teachers as they are trained in the villages to teach to meet bush children's needs.

RESOLUTION NO. 6

WHEREAS, the Alaska Native Claims Settlement Act has been made a law by the United States Congress on December 18, 1971, and;

WHEREAS, the whole future of Alaska and its people are affected by this law, and;

WHEREAS, it would be in the best interest for our children to know how to capitalize on this rapid change so as to make the best decisions as to what kind of future they would like to live, and;

WHEREAS, the Alaska Native Claims Settlement Act provides the opportunity for Alaskan Natives to dream of a future, to think of those things they would like to have by learning about what is needed to plan ahead for the best uses of their resources to make these dreams a reality;

NOW, THEREFORE BE IT RESOLVED that subjects relating to the Alaska Native Claims Settlement Act be included in the curriculum of each Bristol Bay village school, starting at the sixth grade level.

RESOLUTION NO. 7

WHEREAS, there is a need for Special Education for students in the Bristol Bay villages, and;

WHEREAS, an expert can be made available to visit each village and locate those people needing Special Education,

NOW, THEREFORE BE IT RESOLVED that this expert be sent out to villages to locate such persons as need Special Education, so as to begin training and studies as required by each individual.

RESOLUTION NO. 8

WHEREAS, there is a need for Adult Basic Education among the inhabitants of the Bristol Bay Region, and;

NOW, THEREFORE BE IT RESOLVED that a program for Adult Basic Education be initiated in the schools to provide education for the uneducated adults.

APPENDIX C

PRESCHOOL PROGRAMS IN BRISTOL BAY REGION

Material for this report was collected from the villages in Bristol Bay consulting the people in their homes at village meetings and through written correspondence to different peoples and agencies affecting the people of this region.

The following preschool programs are located in the 29 villages of the Bristol Bay Region:

2 Volunteer preschools
3 Head Start
4 Children's Cache
3 Independent preschools
1 ARTTC preschool
4 SOS Kindergarten

The villages with volunteer preschool programs are:

Levelock
Newhalen

The villages with Head Start are:

Togiak
Manokotak
New Stuyahok

The villages with Children's Cache (Title I) are:

Perryville
Igiugig
Ekowk
Port Heiden

The villages with independent preschools are:

Dillingham
South Naknek
Naknek

The villages with volunteer ARTTC (Alaska Rural Teacher Training Corps) preschool programs are:

Nondalton

The villages with State-Operated Schools kindergartens are:

Koliganek
Ekwok
New Stuyahok
Portage Creek

Fourteen villages that have no preschool programs and that desire programs are:

Egegik
Chignik Lagoon
Chignik Lake
Pilot Point
Pedro Bay
Clarks Point
Ekuk
Chignik
Twin Hills
Kokhanok
Ivanoff Bay
Aleknagik North
Aleknagik South
Portage Creek

Most every village would be able to obtain a building to hold preschool classes whether it be a home, the community hall or classroom in the school.

Copper River Native Association, Inc.
(AHTNA TANAH NINNAH)
P.O. Box 823
Copper Center, Alaska 99573

I. INTRODUCTION

This report is submitted in conjunction with the following summary of how a planning contract between the Alaska State-Operated School System and the Copper River Native Association, Inc. was fulfilled.

The intent of the contract was the development and design of plans for Early Childhood Development programs: programs that truly meet the needs of the community to be served and also place all phases of the final planning, operation, and implementation in the hands of the community.

As contractor, the Copper River Native Association accepted certain obligations and, in due course, engaged in a variety of activities which met these obligations.

A committee was appointed and regular meetings held to identify and discuss needs and resources. To facilitate these proceedings, a detailed questionnaire was composed and distributed to all participating communities in the Copper River Area. Subsequently, the results were collected and analyzed.

The results of the analysis and continuing discussion became the basis for future planning.

The contractor's final plan for an Early Childhood Development program can be traced directly to the needs and priorities established by the communities to be served.

II. HOW THE CONTRACT WAS FULFILLED

Herbert Smelcer, Planning Coordinator, wrote letters and made announcements over the local radio station requesting a representative from each village and area and all persons interested in Early Childhood Development within Copper River Region to attend an ECD Council meeting on September 29, 1972 (See Attachments for a memo from Herb Smelcer to all village councils in the region).

At the first meeting, September 29, an ad hoc Advisory Council was formed by the following persons: Nancy Craig, Mentasta; Eva John, Mentasta; Lillian Boston, Chistochina; Martine Clayton, Substitute-Teacher and Registered Nurse; Ron Lewier, Mentasta Principal and Max Fancher, Glennallen Area Superintendent. The Council drew up a tentative questionnaire, designated boundaries for Mentasta and Chistochina and decided to ask the school boards within the region to assist the Council by informing the people of the ECD survey, sending out and collecting the approved questionnaires through the schools. (See Attachments for the Minutes of the September 29 Advisory Council meeting.)

Between September 29 and October 20, Herbert Smelcer personally interviewed parents with preschool children to get a sample of views on ECD, discussed the survey with a school teacher and Parent Teachers Organization's Chairman within Kenny Lake and Chitina, and attended Glennallen Advisory School Board meeting, requesting their support of the survey and questionnaire. At first Glennallen Advisory School Board was reluctant, but after several discussions, the board endorsed the survey by a vote of 3 - 2. (See Attachments for a memo from Herb Smelcer to the Glennallen School Board; and for a letter from Herb Smelcer to the Glennallen School Board.)

At the second meeting, October 20, the Council discussed Home Start, revised and approved the questionnaire, agreed that since there was such a short time to complete the survey and transportation difficulties, Nabesna and McCarthy would be left out of the survey, and defined subregional areas for the Copper River Region. (See Attachments for the Minutes of the October 20 meeting of the Advisory Council.)

Between October 20 and November 10, the questionnaires were distributed by the Advisory Council members and local schools. Some Glennallen School Board members delayed approval of the questionnaires, therefore, delaying the process within the Glennallen area. Consequently, the survey in Glennallen was not fully completed due to time shortage.

At the third meeting, November 10, the Council members reviewed the returned questionnares. Most of the villages and areas wanted a Home Start; therefore, the Council planned a tentative Home Start proposal and budget, prioritized the villages, and adopted the eight major Early Childhood Development goals. (See Attachments for the Minutes of the November 10 meeting of the Advisory Council and for the listing of the eight goals see the Minutes of November 16.)

Between November 10 and November 16, the staff compiled the information from the questionnaires received through the schools, mail and advisory council members, and divided the information into two categories:

A. ECD QUESTIONNAIRE RESPONSES FROM FAMILIES WITH PRESCHOOL CHILDREN

1.	Home Start	37
2.	Head Start	29
3.	Child Care Center	20
4.	Nursery	15

5. No Program------------------------03
6. Total Questionnaires--------------58

(See Attachments for narrative responses to Questionnaire and community breakdown of responses.)

B. ECD QUESTIONNAIRE RESPONSES FROM FAMILIES WITHOUT PRESCHOOL CHILDREN

1. Home Start-----------------------29
2. Head Start-----------------------23
3. Child Care Center----------------21
4. Nursery--------------------------13
5. No Program-----------------------06
6. Total Questionnaires-------------49

(See Attachments for narrative responses and community breakdowns.)

Between the two categorized questionnaires, the programs requested were as follows:

1. First Aid Course-----------------66
2. Home Nursing Course--------------54
3. Class on ECD---------------------52
4. Materials to Work With Children---51
5. Educational Toy Loan Center-------47
6. Recommended List of Immunization--43
7. Visiting Nurse for the Sick-------41
8. Roving Advisor Teacher------------40
9. Health Aide-----------------------39

At the fourth and final meeting on November 16 (see Attachments for Minutes), the Council discussed the following six goals of the eight adopted at the November 10 meeting:

1. Children Must Be Able To Cope With Two Cultures;
2. Children Need To Have A Good Self-Image;

3. Children Need To Be Able To Communicate Both Verbally and Non-Verbally;
4. Every Need Of Each Child Must Be Met: Emotional, Physical, Intellectual, Social, Cultural, Etc.;
5. Parents' Sense of Responsibility Must Increase, and
6. Parents Need To Have More Understanding Of School Political and Community Systems.

The Council also unanimously agreed to the following:

> "That we would gladly appreciate making available any program in this area to everyone who wants and needs it with no stipulation towards race, color, creed, income bracket, or a social economic basis."

The people who did the interviews and brought back the ideas from their areas were: Nancy Craig, Mentasta; Lillian Boston, Chistochina; Mildred Oyoumick, Gakona; Lorraine Jackson, Gulkana; Basille Jackson, Copper Center; Martha Goodlataw, Lower Tonsina; and Polly Tony, Chitina.

Also, the Advisors who helped a great deal were: Martine Clayton, Substitute Teacher and Nurse, and Max Fancer, Glennallen Area Superintendent.

From these meetings, questionnaires, and interviews, the staff and consultants compiled and wrote up the following plan for the Copper River Region.

III. COPPER RIVER REGION DESIGNATION OF PRIORITY

Mentasta was selected as the community to be served first. It was named as the top priority and demonstration program for several reasons. Most significant, perhaps, is the fact that every family in the village with preschool children was eager to have some type of ECD program. This eliminated much of the time-consuming effort that was needed in some villages to make any ECD program even minimally acceptable. In Mentasta, the positive response of the village families allowed for immediate progress to be made.

It was a straight forward matter to identify needs and help the community members to choose the type of ECD program they want to have.

Mentasta is an ideal place to begin an ECD program for the Copper River Region for other reasons too. There is very little transportation problem in the village community itself, where most of the children to be served live. The problems of transportation in the general Copper Basin area are not related so much to poor weather conditions as to distance. A village is not limited to a few square acres or even miles. Village members are spread over many miles, often far beyond the actual village boundaries. These people are nonetheless village members.

In Mentasta, however, all the families with preschool children live in relatively close proximity. Their homes are located along a four-mile stretch of highway and are nearly always easily accessible.

Finally, according to the survey reports, the families of Mentasta liked the idea of a Home Start program involving regular but not daily contact with people who would visit their homes to work with them and their children. There was further consensus about the type of employee who would make the visits and also some very strong feelings about the eligibility requirements for admission to the program. A further common interest expressed by Mentasta residents was the need for a class on early child development.

For these reasons, Mentasta was selected as a priority village for the Copper River Region and the following program plan is designed to meet Mentasta's needs. The plan, however, is adoptable throughout the Copper River Region.

NEEDS

Most important of all, any ECD program that hopes to serve the children of Copper River Region in general must help them to make a favorable adjustment to the difficulties of growing up and living in two cultures at the same time.

Parents repeatedly expressed concern that their children face conflict about their own cultural heritage versus the ever present and inescapable development of urban life. The old ways are dying. The language, arts, survival skills, dances, stories, customs -- all that make a tradition are in jeopardy and the parents feel that this will be a great loss to their children. Parents are united in a desire to save and revitalize their traditions and feel that an ECD program could help them to do so.

A further common concern of parents is the uncertainty and confusion that many of them feel when their children enter school or when they hear people talking about Early Childhood Development in a general way. They feel that they need to know what is expected of their children when they enter formal schooling. They also feel that they need guidelines about how they should help their children to function best within the modern school structure. School, after all, was for many parents a limited experience and while many adults feel competent and confident in almost all areas of child raising, these same parents feel uncertain and ill prepared to help their children benefit fully from school and its constantly new and changing procedures. These concerns, which cannot be underestimated in importance, are the basic reasons why the parents want to have a class as part of their ECD plan. Parents wanted information and help on an individual, family basis, but they also want to meet as a group to discuss ECD on a parent-to-parent level, sometimes with a visiting specialist, sometimes only on the level of private community involvement.

Behind all the concerns is the common interest of parents to do their best for their children: to see them grow up most healthy, strong, happy and competent. So, any ECD plan, it was felt, would have to involve some attention to all aspects of the children's growth, not just school. This would include attention to physical health and welfare, basic first aid, and comprehensive preventive health care.

IV. MENTASTA, COPPER RIVER REGION PLAN

The primary goal of this plan is to establish a demonstration program at Mentasta.

It will consist of two phases: one serving the children themselves; the other, their parents. Both phases will operate at the same time so that each will benefit from the other. The program has been given the name "Home Start".

Just as the Head Start program was aimed at increasing a child's chances of being successful in his school and social life, the Home Start program aims to offer a child new sources of enrichment and education that will increase his ability to adapt to school and to profit from his general early childhood experiences. Unlike Head Start, however, the Home Start program is based not in a nursery setting but in the child's own house, using his parents, and older family members as his teachers and helpers. Another important difference between this Home Start and Head Start program is that of enrollment. Head Start is open only to certain social economic groups of children. This program will have no such requirements at all. In fact, this plan will be organized according to the following agreement reached by all of the parents originally contacted by the contractor.

"That we would gladly appreciate making available any program in this area to everyone who wants and needs it with no stipulation towards race, color, creed, income bracket, or social economic basis."

In relation to this pilot or demonstration program, it means that any family in Mentasta area can participate.

SPECIFIC ACTIVITY

A. Phase I. Program for the Children and Parents at Home

In Mentasta, a roving paid advisor chosen by the ECD advisory council, would visit individual homes as requested. This person would offer ideas and suggestions to parents about working with and entertaining preschool children. The roving advisor would not be an instructor so much as a source of ideas and resources. The parents reserve the role of true instructor.

The advisor would carry a certain amount of basic and simple equipment to demonstrate some suitable activities for preschoolers and offer explanations as to why these activities are beneficial for young children. These simple suggestions, which are so easy to overlook as important activities for a youngster, would be written up in a resource or suggestion book that the advisor would leave with the parents. It would be incomplete in that parents themselves can add new suggestions or make observations that could be helpful to others. In this way, a growing body of activities and ideas would be introduced, kept circulating, and kept growing. This, hopefully, would allow and encourage parents to gain confidence in working with and communicating with their children in a mutually helpful way, and could also stimulate their ability to develop new ideas of their own. By noting them in the suggestion book, they could be easily shared with others.

The ideas in the suggestion book will not be complex, but rather will reflect the kinds of tasks that the children will be expected to cope with in their first year or two of school. While children are observant by nature, they may need to be told how to express their observations, identify common objects in their environment, describe them verbally and to make distinctions and comparisons between them. They need to be able, again verbally, to place them in a context of space. All of this is very straightforward. A parent can do a great deal for his child with nothing more than an old large catalog. By clipping out pictures and perhaps pasting them on paper, the child with his parent can learn to identify, discuss and place a huge variety of things in appropriate context. For example, a child who is living in two cultures can learn to identify objects that are familiar in one cultural context but unknown in the other, and so on. This is just one example of the kind of suggestions for material use and teaching that parents can find in the suggestion book. On a more personal level, children may have difficulty in expressing, or even recognizing, their feelings and desires. By working with parents and other family members, by improving general vocabulary, it is likely that a child may become increasingly able to make his feelings and needs known. This can be crucial in determining his success in school.

The importance of play is recognized, too, in the pilot program. Many parents know that children enjoy a variety of toys, but that toys are often expensive and that children tire of them.

The pilot program, therefore, will provide a basic group of five different study toys for each participating family. These will be lent on a rotating basis so that the children have a variety of new playthings, and even when the toys rotate back to them again, their novelty will be renewed. To begin with, the toys will be purchased but the inventory can be expanded by the parents making new ones from plans in the suggestion booklet that have been given to them and are being renewed constantly by the advisor and through contacts made in parent meetings. The health aide will play a role in this toy lending, because it will be necessary to clean thoroughly with soap and water all toys that move to a new child.

The health aide, in fact, is important in the pilot program. The questionnaire analysis showed a clearly perceived need for comprehensive health care for all the villages participating. Since the Mentasta pilot program involves a small group of families located close to one another, it is possible to design a program where the roving advisor serves also as the health aide. This would not be feasible in the other villages in the Copper River Region. Indeed as the program expands, it would seem advisable to separate the functions of roving advisor and health aides to allow the individual specialist to travel over extensive areas visiting those villages that have requested service.

In the Mentasta demonstration program the health function of the advisor would be similar to that performed by the U. S. Public Health Department Health Aides.

The parents suggested that they could realistically and conscientiously find time to engage in a three-day per week Home Start program. The sequence of days would be at their discretion. (It is probably worth noting that, if the program is successful, parents will gradually learn to use their new found techniques and attitudes as a matter of habit.)

Another priority need is that of traditional cultural enrichment. Some people know the old songs, dances and stories; and these will be recorded on video-tapes for showing to the parents and children in the home. They could also be shown to parent groups. In this way, traditional language and customs can be shown and also skills, such as building a cache, animal skinning and so on.

B. Phase II. Outside the Home

The second phase of the program goes outside the home to the community at large. The parents want to attend classes on ECD related topics and also to have a chance to get together to meet socially and also to discuss common ECD related concerns in an informal way. When the advisory council began to hold regular meetings, the members found that they usually got around to a discussion of individual problems and that by talking, they found solutions and were able to provide one another with really valuable help. Parent meetings on a community basis would possibly provide equal help and so they are to be built into the structure of the pilot program. Sometimes a visiting specialist or perhaps the roving advisor would be invited to participate; sometimes the parents would meet by themselves.

Occasionally the video material would be used, or the native speakers, dancers, etc. would come in person.

Finally, the preschool children could be brought together for regularly scheduled play group sessions, perhaps once every two or three weeks, or as often as can be arranged conveniently. An appropriate number of parent volunteers would supervise the children while the other parents would have some free time.

This is the basic pilot program. It combines elements of educational preschool, home involvement, well child care, parent enrichment, cultural enrichment, and community involvement. It is a program that has been designed solely according to the stated desires and needs of the families to be served within the Copper River Region.

V. SOURCES FOR FUTURE FUNDING, FOR IMPLEMENTING THIS AND EXTENDING OTHER ECD PROGRAMS IN THE COPPER RIVER AREA

The Mentasta Pilot program is modest and not costly to implement. (Budget for the Mentasta demonstration program follows.) Investment in it at the present time would reap substantial later rewards. Moreover, as the Mentasta budget shows, it would be a relatively inexpensive matter to expand the pilot program to serve all interested families in the Copper River Region.

Because this has significant implication for the delivery of State Rural ECD programs, and because it is innovative and comes from the villages themselves, it would lend itself readily to further and continuing State support.

Alternative funding sources might include Federal ECD programs and private foundation support.

In the meantime, the Mentasta pilot plan stands ready to start.

BUDGET: MENTASTA DEMONSTRATION

Personnel

Advisor-Health Aide	$1,000 mo	$9,000.00
Fringes at 12%	120 mo	1,080.00
Parent-Teachers ($20/mo x 7)	140 mo	1,260.00
Evaluation	1,000	1,000.00
		$13,340.00

Expenses

Car (Insurance & Gas)	250 mo	$2,250.00
Miscellaneous Expenses (Xerox copies, postage, etc.)	100 mo	900.00
Housing Allowance (In lieu of office)	200 mo	1,800.00
Travel (Anchorage-Juneau, etc.)	1,000	1,000.00
		$5,950.00

Supplies & Equipment

Toys	2,000.00
Paints/Equipment	1,000.00
	$3,000.00

TOTAL:	Personnel	$13,340.00
	Expenses	5,950.00
	Supplies	3,000.00
		$22,290.00

PLANNING CONTRACT ITEMS

ITEM I

The Contractor Shall Establish An Ad Hoc Advisory Structure

A. Membership of Ad hoc Advisory Structure

Coordinators who did the survey and interviews:

Nancy Craig, Mentasta
Lillian Boston, Chistochina
Mildred Oyoumick, Gakona
Lorraine Jackson, Gulkana
Martha Goodlataw, Lower Tonsina
Polly Tony, Chitina

B. Method of Obtaining Ad hoc Advisory Committee Members

I sent a letter to each village and area and announced over the radio requesting representatives.
I recruited one teacher-Nurse and one interested school representative.

C. Recommendations

Recommendations of Ad hoc Advisory Committee are to implement the following structure:

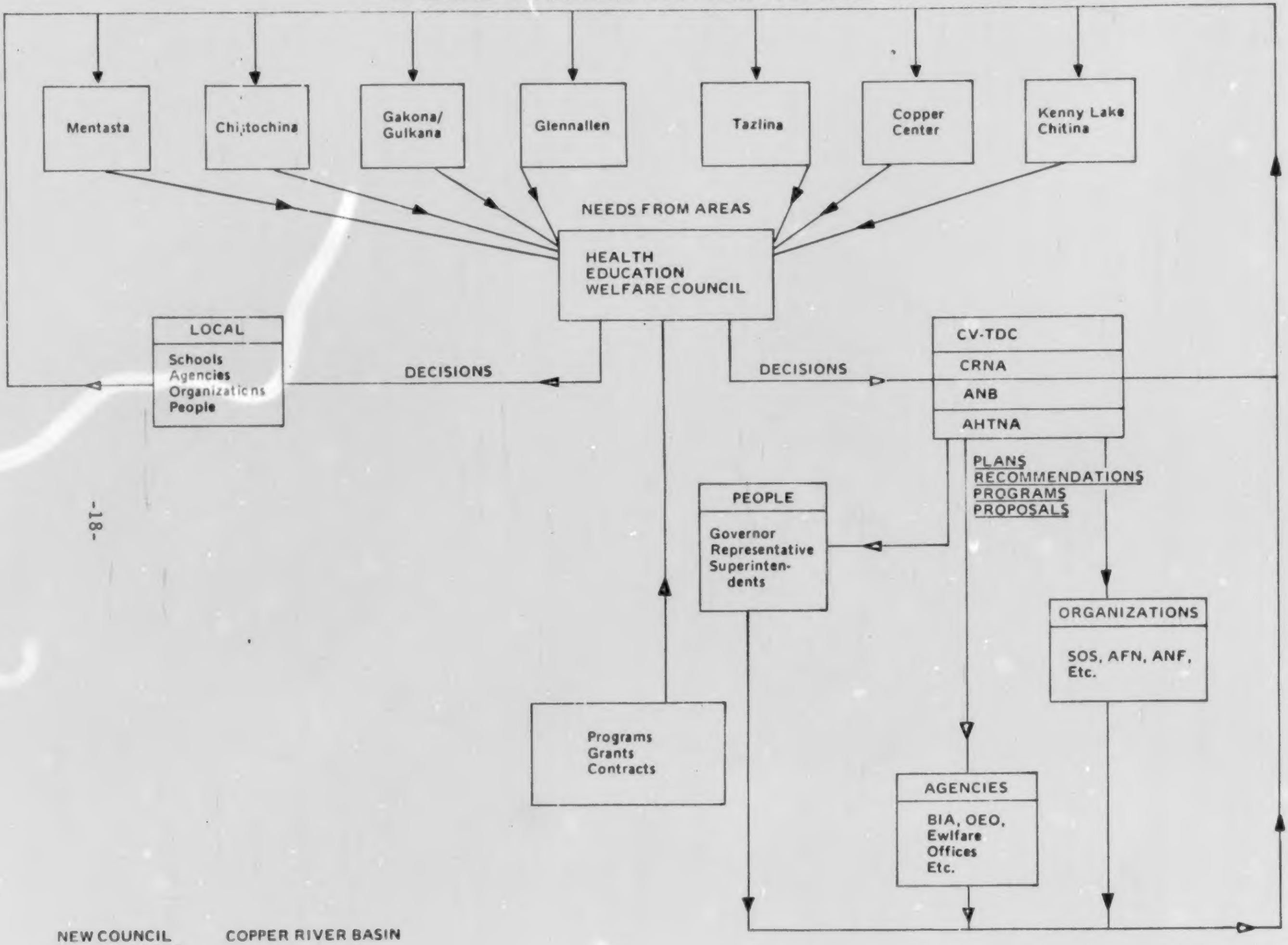
Each village area requests or appoints one representative to Health, Education and Welfare Council. The members of this Council will collect information, needs, or problems concerning health, education and/or welfare and present them to the HEW Council (these might include bus problems, list of needy families for road killed moose, health aide proposals, communication, telephone, radio, housing problems, water systems, sanitary needs, etc.).

The Council discusses the problems, proposals, needs and decides what should be done to solve the problem or need. Local problems can be directed to local schools, agencies or persons that can best solve the problem or need. Other problems or needs of a greater extent will be directed to one or all of the organizations concerned with the development of the Copper River Basin (Alaska Native Brotherhood, Copper River Native Association, AHTNA, Copper Valley-Tanana Development Corporation). These organizations (ANB, CRNA, ATHNA, CV-TDC) will develop plans, recommendations or programs that are directed to solving the problem or need. The organizations will direct the plans, recommendations or programs to appropriate agencies (State-Operated Schools, State School Board, Alaska Federation of Natives, Alaska Native Foundation, Alaska Native Medical Center, Bureau of Indian Affairs, Office of Economic Opportunity, RurAL CAP, welfare offices, etc.) or people (Governor's office, representatives, school area superintendents, etc.). The regional organizations and HEW Council will follow through by directing, implementing and organizing the approved proposals, programs, plans and recommendations.

Also, the HEW Council will act as a regional collecting agency for programs, grants and contracts that are made available and are found useful to the Copper River Basin. The role of the HEW Council is graphically representated in Illustration I.

Illustration I

THE ROLE OF THE COPPER RIVER REGION HEW COUNCIL


Mentasta
Chistochina
Gakona/
Gulkana
Glennallen
Tazlina
Copper
Center
Kenny Lake
Chitina
NEEDS FROM AREAS
HEALTH
EDUCATION
WELFARE COUNCIL
LOCAL
Schools
Agencies
Organizations
People
DECISIONS
DECISIONS
CV-TDC
CRNA
ANB
AHTNA
PLANS
RECOMMENDATIONS
PROGRAMS
PROPOSALS
PEOPLE
Governor
Representative
Superintendents
ORGANIZATIONS
SOS, AFN, ANF,
Etc.
AGENCIES
BIA, OEO,
Ewlfare
Offices
Etc.
Programs
Grants
Contracts

NEW COUNCIL
HERB SMELCER

COPPER RIVER BASIN

ITEM II

The Contractor Shall Identify Children's Needs Within the Region.

A. Needs

Identified needs were as follows: More parental understanding of Early Child Development and regular school programs; more information about basic child care, with attention to physical, emotional, social and intellectual areas; advice and guidelines to help parents work with their children in all these areas in the home, within the family structure; much more emphasis on traditional cultural life, with teaching of dances, language, beliefs, values, hunting and other survival skills, in fact anything that will help the child to identify himself as a part of his own culture; more help in preparing children to cope with a second culture, so some emphasis on the vocabulary, tasks and equipment of a modern urban life style.

B. Method of obtaining needs

Through interviews and returned questionnaires in which priorities were plainly listed and stated and also through advisory council meetings.

C. Recommendations

A continuation of the effort by the people working together within the planning structure, so that needs of the families start to be met as soon as they are identified by these families themselves.

ITEM III

The Contractor Shall Specify The Evidence Or Indicators That Would Satisfy Contractor And Village School Boards, After Programs Are In Operation, That The Identified Needs Are Being Met.

A. Indicators of Success

Evidence of success will include observable verbal skills in children entering kindergarten; recognition of colors, basic shapes, numbers and letters, ability to state simple facts about self, for example, sex, name, parent's name, etc., and also to show that they can identify objects, people and animals within their environment. At a slightly more advanced level, the demonstration of success is a child's ability and willingness to try to express feelings. A prime indicator, in fact, is a child's general demeanor in a school setting; shyness is understandable and even appropriate, but withdrawal and refusal to participate goes beyond shyness into work paralysis. A successful ECD program will give children the basic confidence to reach out even tentatively towards new people and/or experiences.

Within the home, the child and his family members will be starting to use verbal as well as non-verbal communication as the parents will be showing active interest in their children's play and other activities, general health and hygiene will be improved and the children's teeth will be better.

B. Method of Obtaining The Indicators

The program in action led to these developments through the efforts of the parents themselves, the children, other family members, the input of the roving advisory health aide and, not least, through parent to parent contact in group meetings.

C. Recommendations

Continuation of the program, maintenance and increase of toy inventory, increased parent involvement, an expansion of ideas and suggestion book, recruitment of new families with emphasis both on those who will have or already have new infants in the home and also those who are new to the community.

ITEM IV

The Contractor Shall Develop A Priority Listing Of Villages Within The Region.

A. The priority listing of the villages are the following:

1. Mentasta
2. Chistochina
3. Gulkana/Gakona
4. Copper Center
5. Kenny Lake/Chitina

ITEM V

The Contractor Shall Recommend Comprehensive Early Childhood Development Program Alternatives For Fulfilling Identified Needs.

A. Needs

The children are handicapped in school by poor verbal skills, inability to express feelings or desires, lack of familiarity with simple vocabulary for identifying colors, shapes, names of people, animals and things. They are not given verbal stimulation at home and have minimal social and intellectual skills when they enter school; so they cannot be successful in the modern social structure, the new world that school represents. At the same time they do not know about the old way of life, the language and tradition of their ancestors. Finally, they need better general health and dental care and preventive health and dental care.

B. Success Indicators

See Item 3 A.

C. Program Alternatives

The whole program is a combination of Head Start, well baby and general health care, problem solvings, group meetings for parents, periodic play groups for children and traditional cultural enrichment and general community involvement.

Specifically, the program structure revolves around the family in the home and in the community at large. Skills and related materials normally seen as part of a Head Start program are given to the parent by a roving advisor/health aide together with some guidelines about how they could be used. Specific tasks, such as naming colors or using words rather than gestures for communication, are assigned to the parent. The majority of materials given to the parent relate to specific learning tasks. Part of the program, the well child, involves demonstrations and on-the-spot training for parents with first aid and preventive care. Any purchases that need to be made for maintaining basic health care (tooth brushes, band aids, etc.) will be made by the parent. To ensure cultural enrichment, the advisor will bring video-tapes of cultural activities such as songs, dances, stories, music and other demonstrations (Example: building of a cache).

Aspects of all activities, whether they deal with Head Start, well child or cultural enrichment will be brought together in a convenient and readily available ideas book. This book will be constantly added to by all participants and personnel in the program and will serve as a constant reference and resource to everyone.

Half of the pilot program deals with activities that can be carried out in the home. The other half is the parent-community involvement outside the home. There will be parent to parent discussions, many of them informal and some calling for the input of outside specialists. At other times, the parents will bring their children together for a play session, this for the benefit of the children themselves and also to free the parent for a short time.

ATTACHMENTS

DATE: September 21, 1972

TO: Village Councils of Mentasta, Chistochina, Gakona, Gulkana, Glennallen, Tazlina, Copper Center, Kenny Lake, Lower Tonsina, Nabesna and Chitina

FROM: Herbert Smelcer, Planning Coordinator
SUBJECT: Temporary Advisory Council

Alaska State-Operated School System has contracted with Copper River Native Association, Inc., to find the needs of different areas for Early Childhood Development Program.

To implement the program, a meeting is scheduled on September 29, 1972 at 7:00 p.m. at Copper Center Community Hall to set up a temporary Advisory Council. We would like one representative from each village to attend this meeting. The purpose of this Council are the following: 1) Reach the people - open communication; 2) Provide channel for faster information; 3) Identify needs and establish priority listing; 4) Address short term problems as well as long term ones; 5) Coordinate resources needed by Early Childhood Development to be used by children and their families.

Please inform me as to who your representative will be.

Thank you.

HS:cy

COPPER RIVER NATIVE ASSOCIATION INC.
(AHTNA TANAH NINNAH)
P. O. Box 823
Copper Center, Alaska 99573

ECD ADVISORY COUNCIL

September 29, 1972

PRESENT

Nancy Craig, Mentasta
Eva John, Mentasta
Ron Lewier, Mentasta Elementary Teacher
Lillian Boston, Chistochina
Martine Clayton, Glennallen
Max Fancer, Area Superintendent

STAFF

Herbert Smelcer, Planning Coordinator

Members attended formed an Early Childhood Development Advisory Council with Martine Clayton, Ron Lewier and Max Fancer as Advisors.

The Council drew up a tentative questionnaire to be followed as the type of questions to ask in interviews (attached).

The Council designated areas for members of Mentasta and Chistochina.

MENTASTA: 62.5 Tok Highway to Mentasta Village
CHISTOCHINA: 32.5 Tok Highway to 62.5 Tok Highway.

The Council requested that Herbert ask the local school boards to assist this needs assessment by informing people of the survey, send out and collect the questionnaires, which is to be approved by the Council at the next meeting.

The following is a policy statement: COPPER RIVER NATIVE ASSOCIATION WILL, ACCORDING TO THE NEEDS OF THE PEOPLE IN EACH VILLAGE, SEEK RESOURCES FROM FEDERAL, STATE AND LOCAL PEOPLE TO IMPLEMENT THE ECD PROGRAM.

ECD Council will be responsible for identifying and obtaining resources.

Parents input, ideas needs, services, and not necessarily program minded; but more of identifying regional need and recommending alternatives to meet those needs.

Next meeting scheduled for October 20, 1972, at Gulkana Community Hall.

COPPER RIVER NATIVE ASSOCIATION, INC.
(AHTNA TANAH NINNAH)
P. O. Box 823
Copper Center, Alaska 99573

Advisory Council
September 29, 1972

ECD Questionnaire

1. What do you know about E.C.D?

2. What are some of the needs you have for your children that haven't yet attended school?

3. Would you like to have some kind of E.C.D. Program in your area?

4. What do you think can be done to help your child's early development?

Advisory Council
ECD Questionnaire
September 29, 1972

5. Are additional health services needed for your family?

   a) Health
   b) Training - Home, Community
   c) Other

6. How many children are at home and not in school (7 and under)?

AGES	NUMBER

AREAS: Mentasta
Chistochina
Gakona
Gulkana
Glennallen
Tazlina
Copper Center
Kenny Lake
Lower Tonsina
Nabesna
Chitina

DATE: October 9, 1972

TO: Glennallen School Board

FROM: Herbert Smelcer, Planning Coordinator

SUBJECT: Early Childhood Development

We are working with Alaska State-Operated School System in conducting a needs assessment for Early Childhood Development in the Copper River Basin.

An Advisory Council has been organized to assist me in conducting this survey. So far, we have written a tentative interviewer's questionnaire.

This last week, I personally contacted several people in the Kenny Lake and Chitina area. The consensus of the people I talked to are for Early Childhood Development conducted in the home with some social contact with other children in a weekly Day Care Center for social development.

The Advisory Council and I would like this school board to support Early Childhood Development needs assessment. Specifically, we would like you to send out the attached questionnaire to the parents through the children attending your school. Also, to inform parents that this needs assessment is being conducted and we would like their opinion and suggestions for Early Childhood Development.

I want to emphasize that this is just a study to find out if there is a need for Early Childhood Development.

Thank you for your cooperation.

HC:cy
Attachment
cc: Advisory Council
File

COPPER RIVER NATIVE ASSOCIATION INC.
(AHTNA TANAH NINNAH)
P. O. Box 823
Copper Center, Alaska 99573

October 24, 1972

Glennallen School Board
Sy Neeley, Chairman
P. O. Box 165
Glennallen, Alaska 99588

Dear Chairman:

On October 9, I attended the School Board meeting and explained the needs assessment for Early Childhood Development. I requested the School Board's support in sending out questionnaires concerning ECD.

As you requested, I am enclosing the ECD Questionnaire, which was approved by the ECD Advisory Council on October 20, for your approval.

Please return your approval or disapproval (with explanation) of the questionnaire in the enclosed self-stamped envelope by Monday, October 30.

Thank you for your cooperation.

Sincerely,

Herbert Smelcer
Planning Coordinator

HS:cy
Enclosures

COPPER RIVER NATIVE ASSOCIATION INC.
(AHTNA TANAH NINNAH)
P. O. Box 823
Copper Center, Alaska 99573

ECD ADVISORY COUNCIL

October 20, 1972

PRESENT

Nancy Craig, Mentasta
Lorraine Jackson, Gulkana
Mr. Oyumick, Gakona
Polly Tony, Chitina
Martha Goodlataw, Lower Tonsina
Martine Clayton, Glennallen
Max Fancer, Area Superintendent

STAFF

Herbert Smelcer
Christine Yazzie

The Council discussed the definition of Home Start. Parents receive materials in the home to work with children. To improve coordinating skills (eye, hand and muscle skills). The parents work with the children.

The following names were suggested who know Indian stories in English:

1) Mamie Charley
2) Elizabeth Pete
3) Elsie Stickwan

Discussion on the tentative ECD Questionnaires for Copper River Basin Schools. Attached is the approved Questionnaires.

The Council agreed that since there was such a short time to complete the survey and transportation difficulties, Nabesna and McCarthy would be left out of this survey. If possible, surveys would be done the following year.

Paul Davis, Regional Director of Copper Valley-Tanana Development Corporation stated that VISTA is training 40 people to act as teachers in the village. Training begins on November 29. Information and applications can be obtained at the office in Copper Center.

Discussion of a traveling doctor.

The Council advised Herbert to send the approved questionnaire to each of the Glennallen School Board of Directors (5) with a self-addressed stamped envelope for their approval. If the Directors do not return the questionnaires with or without their approval in the time specified, Herbert is to go ahead with the survey.

The Council defined each communities boundaries.

(Attached)

The next meeting is scheduled for November 10, 1972. The following will be discussed:

1) Recommendations of what program is best for each area;
2) What area has the most need;
3) The number of children served.

DEFINITION OF SUB-REGION E.C.D. AREAS

MENTASTA

Mile 62.5 Tok Highway to Mentasta Village

CHISTOCHINA

Mile 31.5 Tok Highway to Mile 62.5 Tok Highway

GAKONA/GULKANA

Mile 126 Richardson Highway to Mile 9 Tok Highway

GLENNALLEN

FAA to Tazlina River to Nelchina Camp

TAZLINA

Simpson Hill to Tazlina State Camp

COPPER CENTER

Tazlina State Camp to Grizley Gift Shop

KENNY LAKE

Grizley Gift Shop to Kenall Cache to Lower Tonsina Hill (Mile 18)

LOWER TONSINA

Lower Tonsina Hill (Mile 18) to Edgerton Highway (Mile 21) Airport to 10 Mile on McCarthy Trail to O'Brian Creek

COPPER RIVER NATIVE ASSOCIATION, INC.
(AHTNA TANAH NINNAH)
P.O. Box 823
Copper Center, Alaska 99573

November 10, 1972

ECD ADVISORY COUNCIL MEETING

PRESENT:

Max Fancer, Area Superintendent
Basille Jackson, Copper Center
Nancy Craig, Mentasta
Lorraine Jackson, Gulkana
Polly Tony, Chitna
Martha Goodlataw

STAFF:

Herbert Smelcer
Christine Yazzie

Advisory Council reviewed returned questionnaires. Herbert Smelcer explained the planning forms. The Council discussed the different programs the different areas wanted.

MENTASTA:

Home Start	-6 Yes	0 No
Head Start	-1 Yes	5 No
Child Care Center	-0 Yes	6 No
Nursery	-0 Yes	6 No

CHISTOCHINA:

No report.

GULKANA/GAKONA:

Home Start - - - - - - - - - -8 Yes 3 No
Head Start - - - - - - - - - -6 Yes 5 No
Child Care Center- - - - - -4 Yes 7 No
Nursery- - - - - - - - - - - -1 Yes 11 No

GLENNALLEN:

Home Start - - - - - - - - - -6 Yes 5 No
Head Start - - - - - - - - - -8 Yes 5 No
Child Care Center- - - - - -6 Yes 6 No
Nursery- - - - - - - - - - - -2 Yes 10 No

TAZLINA:

No report

COPPER CENTER:

Home Start - - - - - - - - - -7 Yes 2 No
Head Start - - - - - - - - - -9 Yes 4 No
Child Care Center- - - - - -7 Yes 5 No
Nursery- - - - - - - - - - - -5 Yes 7 No

KENNY LAKE/CHITINA:

Home Start - - - - - - - - - -3 Yes 2 No
Head Start - - - - - - - - - -2 Yes 3 No
Child Care Center- - - - - -0 Yes 5 No
Nursery- - - - - - - - - - - -1 Yes 2 No

Discussion of Home Start. The Council suggested the following:

1. Behavior Development (outgrowth of discipline; avoid criticism, be firm);
2. Consistency within family unit (what each family wants in each area);
3. Childs role in the family (what is the child's status in the family);
4. Small Home Start community meetings;

5. Parents request an outside expert on ECD but community develop a program from community's ideas (what the people want in the program; but the people want to design it as the basic goal).

Tentative Priority of Communities:

1. Mentasta
2. Chistochina
3. Gulkana/Gakona
4. Copper Center
5. Kenny Lake/Chitina

Discussion of tentative budget (attached).

EQUIPMENT

Basic Materials for area coordinator and local coordinator.

Desk
Typewriter
File Cabinet
Chair
Cassette Video Recorder (5)
Camera
Portable Video Recorder (1)
Cassette Recorder (5)

TENTATIVE REGIONAL ECD BUDGET

PERSONNEL

1 Area Coordinator	($1,500 mo x 12)	$18,000.00
5 Local Coordinator	($ 250 mo x 12)	15,000.00
1 Secretary	($ 650 mo x 12)	7,800.00
Fringe Benefits		7,344.00

TRAVEL

Area Coordinator	($ 200 mo x 12)	2,400.00
Local Coordinator	($ 50 mo x 12)	600 00
Consultant		2,000.00
Honorarian		1,500.00
Telephone	($ 75 mo x 12)	900.00
Supplies		12,250.00
Equipment		22,500.00
	TOTAL	$90,294.00

COPPER RIVER NATIVE ASSOCIATION INC.
(AHTNA TANAH NINNAH)
P.O. BOX 823
Copper Center, Alaska 99573

ECD ADVISORY COUNCIL MEETING

November 16, 1972

PRESENT:

Lillian Boston, Chistochina
Don Boston, Chistochina
Lorraine Jackson, Gulkana
Pauline George, Gulkana
Lonita Sailors, Gakona
Martha Goodlataw, Lower Tonsina
Polly Tony, Chitina
Martine Clayton, Glennallen
Max Fancer, Area Superintendent

STAFF:

Herbert Smelcer
Christine Yazzie

The Advisory Council unanimously agreed that there is "Community stipulation on program and not State or Federal."

The Advisory Council, at the November 10 Meeting, adopted the 8 Major Early Childhood Development Goals. (Attached)

Beginning with Number Two of the goals, the Council discussed the following:

2. CHILDREN MUST BE ABLE TO COPE WITH TWO CULTURES

    A. Resource Idea Book

        1. Instruction of [illegible] booklet with diagram

2. Something that would help people draw on their own resources

B. Develop ways to share ideas

C. Toy Loan Center
   1. Large muscle development toys (large crayons, blocks, balls, etc.)
   2. Coordination toys
   3. Roving-transportable toy loan center
   4. Lego toys
   5. Store Unit
   6. Sterilize toys with soap and water at center
   7. Toy Companies
      a. Fisher-Price
      b. Ideal
      c. Play-Skool
      d. Child Guidance
   8. Obtain five sets of toys (according to number of people 5 - 9 sets)
   9. Obtain list of ECD approved toys from:
      a. Diane Scribner
      b. Mae Marshall
      c. Virginia Pete

D. Develop Picture Story Books
   1. Stories culturally loaded
   2. Children cut out animals that are seen in community or area
   3. Draw animals within area
   4. Tape "Indian Stories" in Athabascan and English

E. Parents of One Culture Share Ideas

F. Research on Indian Stories and Songs
   1. Encourage parents to speak both languages
   2. Tape the old, "original" Indian stories and songs in Athabascan language and translate into English

        a. Creation Stories
        b. Potlatch Songs
        c. Weary Songs
        d. Thanksgiving Songs
    3. Encourage Originality
        a. Help people help themselves (rather than giving them everything; they don't like themselves but dislike people who are trying to help them)
    4. Indians have their own music
    5. Protection of taped songs and stories

3. CHILDREN NEED TO HAVE A GOOD SELF IMAGE (I LIKE MYSELF, MY "FAMILY", MY VILLAGE, ACCEPT OTHERS.)
    A. Animal Show
    B. Incubator
    C. "Who am I" "You are a product of all you have met."
    D. If parent realize children can remember childhood, parents would spend more time with children

4. CHILDREN NEED TO BE ABLE TO COMMUNICATE BOTH VERBALLY AND NON-VERBALLY
    A. Have Children Tell Stories
    B. Teach Children the Ways of Approaching New Ideas
        1. feeling gestures
        2. movements
        3. those that convey feeling
    C. Show Appreciation for Children Consistently

5. EVERY NEED OF EACH CHILD MUST BE MET--EMOTIONAL, PHYSICAL, INTELLECTUAL, SOCIAL, CULTURAL, ETC.
    A. Agencies Where Support Can Be Forthcoming Where Needed

1. Responsibilities of Agencies

6. PARENTS SENSE OF RESPONSIBILITY MUST INCREASE

   A. Parents with children under age of 9 should not leave children in a car with the engine running. (State Law)
   B. School Grades
      1. Stress more parent-teacher talks
      2. Parents should be made aware of their responsibility for their children's grades
   C. Parents should be made aware that they are legally responsible for the action of their children
   D. Children under age of 9 should not be made responsible for younger children for more than an hour
   E. Parent work with teacher

7. PARENTS NEED TO HAVE MORE UNDERSTANDING OF SCHOOL POLITICAL AND COMMUNITY SYSTEMS

   A. First Sentence: Parents need to feel free to oppose problems in schools
   B. Community discussion group might want to go through outline from 1 - 8

The Advisory Council unanimously agreed to the following:

"THAT WE WOULD GLADLY APPRECIATE MAKING AVAILABLE ANY PROGRAM IN THIS AREA TO EVERYONE WHO WANTS AND NEEDS IT WITH NO STIPULATION TOWARDS RACE, COLOR, CREED, INCOME BRACKET, OR A SOCIAL ECONOMIC BASIS."

The Advisory Council advised to say this very strongly.

COMMUNITY DISCUSSIONS ON ECD

(Job Accomplishments in the Home)

The following list was developed as suggested topics for parental discussion groups:

1. Show parent how to take a child through a new situation successfully (from a known world into the unknown)
2. Sex Education by Public Health Nurse
3. How to listen to children
4. Parents need to take time with children
5. Teach children the way of approaching new ideas (feeling gestures, movements)
6. Parents need to know how to handle stress in the family
7. Helping a one-parent family with unfinished needs
8. Clothing loan center

MAJOR EARLY CHILDHOOD DEVELOPMENT GOALS

1. Preserve the "unity" of each child in relation to his "family," village, ensuring a meaningful value system.
   Responsibility for children has been taken away from their parents by the schools. The value system at home is different from what they learn in school. Parents don't have a say so in what happens to their kids in the schools. Teachers don't visit homes, and parents don't feel comfortable visiting school. Schools, especially in some small villages, don't have "open house" for the whole community.
2. Children must be able to cope with two cultures. People need to learn to cope with village life and city life. When living, working, learning in the white man's environment, do it his way. When living, working, learning in the village, do it the Native way. Too many people feel guilty and anxious and torn in two. Children need to learn to be comfortable and "at home" wherever they live. Many adults now don't know their Native language or the old sayings and old ways so they can't pass them on to their children - it appears that the unique Athabascan cultures are dying.
3. Children need to have a good self-image (I like myself, my "family," my village - accept others). Villages are dying out because young people are not returning to their homes after high school. Kids who do return too often can't cope with either culture and turn to drugs or alcohol. Children need to understand where they come from and like and appreciate it. They need to like themselves, their families, and their communities and feel good about them. If children like themselves, they can accept other people. Not only is there stress between Natives and non-Natives, but there is evidence of bad feelings between the different Native groups.

4. Children need to be able to communicate, both verbally and non-verbally. Children are unable to speak "good English" or "good Athapascan or they can't speak or understand Athapascan at all. Children cannot read as well as they should. Children are unable to tell their parents what they are happy or unhappy about. Parents and children communicate non-verbally, but it's hard to communicate verbally. Parents often don't know how to communicate with their children. Children ask questions and nobody answers them. Parents only tell their children when they've done something wrong - they don't overtly approve of the good things their kids do.

5. Every need of each child must be met - emotional, physical, intellectually, social, cultural, etc. There are many agencies providing services to children and their families. Each agency is responsible for a certain thing, but people don't always know what. Some agency responsibilities overlap with another agency's responsibilites. Agency representatives too often don't tell each other what they are doing. ALL needs of ALL children must be met. In developing any kind of program, we must remember to consider the "whole" child.

6. Parent's sense of responsibility for their own children must increase. Parents don't tell the teachers how their child learns best or what they want him to learn. Some parents neglect their children. Parents leave their children alone for long periods of time. Parents don't see that their children are fed and clothed properly or that they get enough sleep or that medical problems are taken care of. Parents don't demand information from the visiting doctor or nurse about their child. Children are the responsibility of their parents. It is up to the parents to decide what happens to their children.

7. Parents need to have the skills to manipulate the system. Parents don't know how to get rid of a really bad teacher in their village. People are afraid to speak up. People don't vote in elections. People don't know how to get electricity, telephones, a high school, etc. for their village. Parents don't know how to exercise political action - get up petitions, send letters and telegrams and to whom, contact State and U. S. representatives and senators, etc. and MAKE SURE that they are heard. People need to learn how to get what they need and to bury their fear of speaking up and telling what they think.

8. Every child must have the opportunity to have all his needs met. Villages don't have access to money, materials, personnel, or facilities to provide for their children's needs. Children of families above OEO poverty guidelines cannot participate in some preschool programs, even though that's the only program in the village. Even where there is a volunteer run program, some children can't attend because their mother can't afford to hire a babysitter for younger children so she can participate. Children are not cared for as well as they should be because parents who work outside their homes cannot find quality child care services in their villages.

COMPILATION OF NARRATIVE REACTIONS BY PARENTS WITH PRESCHOOL CHILDREN TO E.C.D. QUESTIONNAIRE

Suggestion of Participation in Program

Eva John; Ann John; Dorothy Patrick; Dr. Pinneo; Althea Hughes; Faye Crandall; Iris Tiffany; JoAnn Mulle; Kitty Briggs; Jan Finch; Helen Holder; Mrs. Walter Wilson; Rita Laughten; Agnes Devlin; Mrs. Castleberry; Norma White; Mrs. Kangus; Mary Thea Smelcer; Beth Jackson; Beth Hooper

COMMENTS*

1. The importance of baby teeth. (M)
2. Health Clinic. (M)
3. The value of the right kind of food in body building and how lack of right food can affect child. (M)
4. Would rather teach children at home than have government teach them. (GG)
5. a) The age of Head Start should be at home. It is very important years of children.
   b) (Nursery) Except for mothers who have to work, maybe have a class of taking care of babies.
   c) Child care is parents responsibility and not the government. Sometimes the parents need instruction and guidance to take care of children and not have the government take over the child.
   d) It's individuals buying things for kids learning not the government. The children won't have great imagination if toys are bought for them.
   e) (Immunization) There's already a program started in this.
   f) Provided that someone in the community participate (ECD training).
   g) The children's role in the family; the importance of discipline. (GG)
6. a) Familiar with progress with children.
   b) Values of preschool education; discipline attitudes. (GG)

7. a) I don't believe in "program" which "care" far below kindergarten - age children. This is the responsibility of parents and home.
   b) "Private Carriers" to transport children to bus routes for school; funded by the same funds used for "home-boarding" programs.
   c) Schooling and busing; child activities to bring all children together for group participation. (GG)
8. a) All these programs would be beneficial. I would be most likely to take advantage of "Home Start".
   b) Information could be obtained through parental involvement in programs. (GG)
9. a) Could this be into three shifts such as 8 hours a shift and 24 hours? The price for leaving children at Child Care Center? Guarantee that children taken care of well.
   b) Age limits on teachers and supervision such as a age of 18 and older.
   c) Momma versus Daddy?
10. Good for social contact; feels that her children do better when parents isn't there; i.e., changes in surrounding is good for two day a week. Feels much more could be accomplished in Center than at home. (G)
11. Quarrels, aggressiveness, cooperation. (G)
12. a) Not my concern yet I would give support for others who desired these program.
   b) Will not need any government help though I'll support this program for those who wish it.(G)
13. a) I am filling this out with the idea of our personal family needs; we feel that we have provided adequate materials, supervision and opportunities for skills as not to need any of the suggested programs. Our children are adequately taken care of through the Public Health Nurse and Faith Hospital. (G)
14. a) We sure could use dancing and music teachers aides in developing our child's certain talents.
   b) Problems we come up against in dealing

with our children such as a child remarks, "No one plays with me or kids call me names, etc." More on psychology. (G)

15. I believe any program which might be started should not discriminate because of income - this applies to those earning more than a certain amount! A program could have people pay in proportion to their income. (G)
16. Money's for toys, etc. Mother volunteer. Mothers pay for child to go and helpers be paid nominal fee. (G)
17. Have a strong training program for staff and board; a professional evaluator, who is familiar with Indian life and habits. (G)
18. Childrens' Library
19. If there is no Head Start, I would like to suggest a supplementary program for the home. Basic training for adults to get a high school diploma. Transportation. (CC)
20. For a Child Care Center with supplementary material for the home. (CC)
21. Head Start worked well for my child. Transportation and Lunch Program. (CC)
22. a) Intellectually stimulating toys as suggested in books "How to Parent".
    b) Book Center - both for children and parents.
    c) Public Health Nurse.
    d) I would like to see an awareness development of the needs of children from 0 to Adult. Not from the physical need but emotional and intellectual needs as well. (C/KL)
23. Nursery would be fine because it would give children in outlying areas a chance to be around their age group. I don't feel my children need to go to school before the age of five. Any younger and you are turning your responsibility over to others as far as the children are concerned. (K/C)
24. We feel that to take young children under first grade age out of the home on a regular basis would probably harm the child at this delicate age. The family influence (religion, morals, etc.) needs to be firmly established in the

child. This also tends to strengthen the family if the parental influence is good. (C/KL)

25. We do not feel that we have any need for the program listed here. Would suggest the money be used to improve the school we have.
26. A part-time Child Care Center for social development.
27. For a weekly Child Care Center and Head Start where a child can play with other children. Childrens' Library.
28. Any program for children in the area.
29. Against taking children out of the home.
30. Need accessible water supply.
31. Physical checkup, hearing, eyes, childhood seases.
32. Responsibility belongs to the family and not the government.
    Home Start would be effective if handled correctly.
33. One or two day play session a week or month where the children get together. (Social contact)
34. Transportation with any program in the area. Teacher with Home Start.

* Letters in parentheses indicate communities in the Copper River Region from which the comments came.
GG (Gakona/Gulkana); M (Mentasta); C (Chistochina); G (Glennallen); T (Tazlina); CC (Copper Center); C/KL (Chitna/ Kenny Lake).

COMPILATION OF ECD QUESTIONNAIRES

FROM FAMILIES WITH PRESCHOOL CHILDREN

PROGRAMS	MENTASTA	CHISTO CHINA	GAKONA GULKANA	GLENN ALLEN	TAZLINA	COPPER CENTER	CHITINA KENNY LAKE
HOME START	6	2	6	5	3	7	9
HEAD START	1	1	5	6	4	7	5
CHILD CARE CENTER	0	0	3	3	4	6	4
5 DAYS A WEEK	1	1	3	1	2	5	1
1 DAY A WEEK	1	0	0	2	0	0	0
3 DAYS A WEEK	3	0	1	2	2	2	1
VOLUNTEER	6	1	0	5	5	2	2
GOVERNMENT	0	2	2	3	3	7	3
PRIVATE	0	0	2	1	2	2	0
0+ - 6	4	1	2	2	1	1	1
1 - 6	0	0	1	3	0	3	0
2 - 6	2	1	1	1	5	2	3
NURSERY	0	0	2	2	5	4	2
5 DAYS A WEEK	0	0	0	2	4	3	1
1 DAY A WEEK	0	0	0	0	1	0	0
3 DAYS A WEEK	0	0	0	1	1	1	0
NO PROGRAM	0	0	0	1	0	0	2

MATERIALS TO WORK W/CHILDREN	5	2	4	5	2	7	9
EDUCATIONAL TOY LOAN CENTER	6	1	3	3	1	8	7
ROVING ADVISOR TEACHER	5	1	3	6	2	5	6
HOME NURSING COURSE	6	1	3	3	4	7	8
FIRST AID COURSE	6	2	7	5	5	7	5
RECOMMENDED LIST OF IMMUNIZATION	4	1	3	6	4	8	3
VISITING NURSE FOR THE SICK	0	1	6	1	4	5	3
HEALTH AIDE	1	1	4	1	3	6	4
CLASS ON ECD	6	1	7	5	5	8	2
TOTAL CHILDREN	10	3	11	15	8	16	18
TOTAL WITH CHILDREN QUESTIONNAIRE	6	2	8	13	7	10	12

COMPILATION OF NARRATIVE REACTIONS BY PARENTS WITHOUT PRESCHOOL CHILDREN TO THE E.C.D. QUESTIONNAIRE

SUGGESTION OF PARTICIPATION IN PROGRAM

Frieda Sanford; Dave and Nancy McCahan; Mary Sanford; Althea Hughes; Vera Robinson; Mrs. George Howard; Martine Clayton; Sue Pennington; Sandy Hansen; Dr. Pinneo; Mr. and Mrs. Kangus; Diane Scribner; Mary Ann Ward; Jim Wuttke.

COMMENTS *

1. Parent/Child Relation Course (to include Love, Communication, Responsibilities, Discipline, etc.). (GG)
2. Classes for boys and girls on social and life with people conduct, manners, grooming, etc. (GG)
3. To instill a parent to have faith in their children and always time to listen to them and be their friend. (GG)
4. If parents would do their duties as parents, there would be no need for these programs and taxes would be cheaper. (GG)
5. The child remain at home until at least six years old and have a teacher visit home regularly to help parents teach them at home. (GG)
6. Grooming and manners and instruction on social living. (GG)
7. All these services except nursing are the responsibility of the home and not the taxpayer! (GG)
8. Being new in the area, I am not familiar with services already available, but I have seen similar programs work very well in other areas. I believe they are very useful to the community. (G)
9. Parents should accept the responsibility for rearing their own children to insure some degree of individuality rather than a classless society. (G)
10. a) Am not convinced that the volunteer-basis

is most dependable or effective - unless volunteers are employed as aides or helpers under professional.

b) Not in favor of formal education for children under two.

c) I think a Head Start program and a Child Care Center be combined into one program where any* child would qualify. Especially valuable for working mothers whose children need the same training that children in Head Start receive - geared to individual needs as much as possible. *Am opposed to any program that discriminated on a "parent-income" or "racial" basis. (G)

11. a) We personally have no need of any of these services but feel if there is a need it should be taken care of by local effort. We feel State and Federal government should not be involved in local affairs unless there is some type of emergency situation which a local group cannot handle.

b) How do we help children understand to cooperate with teachers and other adults in group learning situations. Even two or three children insist on their own ways in a group of 15 children more or less can create a problem especially in case of fire drill or real fire.

12. I feel a mother should take care of her children until sent to school not taught too much under government control. I have no children under school age, but we are depending too much on school too early. (G)

13. I have no preschool children at home, consequently I am not personally interested in any of these programs other than community benefit of which I think Head Start would be the best. My personal opinion is that a child should be in the home with its parents until school age, given attention, direction and guidance by the parents. In this area there is enough written matters already available to guide parents to make an ECD course

not necessary. A good First Aid Course to equip mothers to handle emergencies would be valuable. (G)

14. Different things for the older children also. (G)
15. ECD information with graduate credit. (T)
16. Slow on a child learning (this comment was on Suggest things you want to discuss about ECD on a parent to parent view). (GG)

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* The letters in parentheses indicate communities from which the comments came. M (Mentasta); C (Chistochina); GG (Gakona/Gulkana); G (Glennallen); T (Tazlina); CC (Copper Center); KL/C (Kenny Lake/Chitina).

COMPILATION OF ECD QUESTIONNAIRES FROM
FAMILIES WITHOUT PRESCHOOL CHILDREN

PROGRAMS	MENTASTA	CHISTO CHINA	GAKONA/ GULKANA	GLENN ALLEN	TAZLINA	COPPER CENTER	CHITINA KENNY LAKE
HOME START	0	12	6	6	2	2	1
HEAD START	0	9	3	7	1	3	0
CHILD CARE CENTER	0	6	3	8	2	2	0
5 DAYS A WEEK	0	8	1	5	1	1	0
1 DAY A WEEK	0	0	0	0	1	0	0
3 DAYS A WEEK	0	1	2	1	0	1	0
VOLUNTEER	0	4	2	6	0	2	0
GOVERNMENT	0	9	1	4	2	0	0
PRIVATE	0	0	0	2	1	0	0
0+ - 6	0	3	1	2	1	0	0
1 - 6	0	1	0	1	0	0	0
2 - 6	0	6	1	7	0	3	0
NURSERY	0	8	0	2	2	1	0
5 DAYS A WEEK	0	8	0	2	1	1	0
1 DAY A WEEK	0	0	0	0	1	0	0
2 DAYS A WEEK	0	0	0	0	0	0	0

NO PROGRAM	0	0	1	3	0	0	2
MATERIALS TO WORK W/CHILDREN	0	10	3	3	1	0	0
EDUCATIONAL TOY LOAN CENTER	0	12	1	3	1	1	0
ROVING ADVISOR TEACHER	0	4	3	3	1	1	0
HOME NURSING COURSE	0	11	1	6	2	2	0
FIRST AID COURSE	0	13	5	7	2	2	0
RECOMMENDED LIST OF IMMUNIZATION	0	2	3	5	0	4	2
VISITING NURSE FOR THE SICK	0	11	2	4	2	2	0
HEALTH AIDE	0	9	2	4	2	2	0
CLASS ON ECD	0	6	5	3	2	2	0
TOTAL WITHOUT CHILDREN QUESTIONNAIRES	0	13	9	16	2	6	3

Northwest Alaska Native Association, Inc.
P.O. Box 49
Kotzebue, Alaska 99752

NORTHWEST ALASKA NATIVE ASSOCIATION, INC.
P.O. Box 49
Kotzebue, Alaska 99752

November 17, 1972

Mr. Baxter Wood, Director
Office of Child Development
State Operated Schools
650 International Airport Road
Anchorage, Alaska 99502

Dear Baxter,

After participating in many village meetings since the beginning of the year 1972, it has become more obvious that the people in our region have had very poor communications and very limited contact with the "outside" world. This has contributed to the fact that any new plan or program will be met with enthusiasm but very little understanding of its main objectives. While the people in this region are very knowledgeable in their own forms of life and subsistence habits, when participating in programs, the tendency is to "paint" or project a picture that would be favorable to the agency and its representatives but would not necessarily meet their own individual and village needs. This is one of the reasons why I have stated many times in the past that any kind of a program can be implemented in the villages and it is more than likely workable. My main argument for this proposal that is being submitted is that until the parents become fully aware of the objectives and the circumstances surrounding them, we will not have a true and devoted interest in any program.

Therefore, I will accept the programs as they are now and any improvements the rest of the regions can offer along with the professional planning done by your office specialists.

This proposal is submitted with an alternate commitment from the staff of the NANA Regional Corporation, INC.

Alternate Commitments:

Following expiration of the performance contract with the Alaska State-Operated Schools System -- ECD Planning, the NANA Regional Corporation staff has agreed to have the Regional ECD Planner continue implementation of proposal along with travels on the corporation's business with the villages. This is to be done at no additional expense to State-Operated Schools or the NANA Regional Corporation, INC.

Under voluntary time, the Regional Coordinator for ECD will continue planning and implementation of the proposal submitted.

The NANA Regional Corporation recognizes the many benefits that will become useful for many corporation business upon sucessful implementation of the proposal.

Future plans of the NANA Regional Corporation include radio broadcast time and cable TV although not yet fully formulated. This hopefully will complete the communications network that is being set up.

Your office will be kept informed of any and all developments during the implementation process.

Sincerely,

Grant Ballot
ECD Planner
NANA

LEM

NORTHWEST ALASKA NATIVE ASSOCIATION
EARLY CHILD DEVELOPMENT PROPOSAL

Introduction:

In spring, 1972, Grant Ballot, the Education Planning Coordinator for Northwest Alaska Native Association (N.A.N.A.) traveled throughout Northwest Alaska villages with a team doing an overall needs assessment. Grant Ballot, the coordinator, had education as his area of investigation. This was the beginning of a continuing effort throughout the rest of 1972 to uncover the educational needs, specifically of preschool children, but also more generally, of the whole communities of the region.

It became clear as the work progressed that the preschool needs were naturally so tied to the parent needs, that one could not be addressed without the other. Therefore, in this report, there are some sections dealing directly with early childhood development, but there are others which are clearly over-all community or "human" needs which must be met first before truly locally created ECD programs can take place.

How We Identify Needs

Each of NANA's eleven villages were visited at least once during the period of the Title IV contract and approximately 325 individuals were interviewed. Also, all school boards, all village councils, all parent advisory committees, village teachers (both Eskimo and non-Eskimo). All meetings were open to anyone wishing to participate, including church people and various agency representatives.

These interviews were recorded and transcribed as "minutes of meeting". Then the minutes were studied and summarized as a list of needs. This list of needs was then reviewed and approved by each village school board, the NANA Regional Child Development Council, and by the NANA Board of Directors.

The Needs of Our Very Young Children

1. Feel less afraid of going to school
2. Better prepared to benefit from kindergarten and primary experience
3. Improved manipulative, physical, cognitive skills
4. Personal hygiene
5. Know Eskimo language, tradition
6. Able to live and function in both Eskimo and non-Eskimo cultures

Priority Determination

All villages have expressed a desire for a preschool program of some kind.

Priority villages that have a temporary program under an RDA Grant are still considered high priority by this organization.

1. Ambler (temporary RDA funding)
2. Shungnak (temporary RDA funding)
3. Buckland (Operates a Children's Cache Program)
4. Kiana (Operates Head Start Program)
5. Kivalina " " " "
6. Kotzebue " " " "
7. Noatak " " " "
8. Noorvik " " " "
9. Selawik " " " "

Deering and Kobuk have none or too few children to be considered for a program unless it is a type of Home Start or another similar program.

Evaluation of Present Programs

At every village, the parents were enthused about the results of the various programs, and expressed the desire to become more involved in the policy and curriculum planning, and to learn more about helping their children with home-based activities to parallel the learning experiences in the preschool program.

The major cirticism was that much of the preschool training was not utilized to its full extent by the elementary teachers; that no system of information had been developed to assist the teachers of either program to relate the precise program and the development of the child as he was transferred from the preschool to the First Grade.

The major recommendation generated from the village assessments was to create a system to involve the parents, through trained and active village school boards, in decisions involving the education of their children. There is also a keen interest in a (permanent) Regional Child Development Council composed of a member from each of the local school boards, to meet four times a year to discuss the progress and problems of the educational system with the entire region.

The Needs Which Must Be Met First

1. Able to live in both Eskimo and non-Eskimo cultures

2. Improved manipulative, physical, cognitive skills

Why We Have Selected These Needs

Lack of home/school (including preschool) coordination.

1. "There is little, if any, relationship between what is experienced in school to what happens at home."

Children's experience in kindergarten and primary seems to have no relationship to, or appear to be even relevant to, Head Start or other preschool experiences the children have. This reflects primarily, an uncooperating situation. Therefore, one criterion used to focus on this need is a necessity for coordinating preschool and later educational experiences of the child.

Examples of these non-coordinated experiences follow:

1. Eating habits. Spaghetti and bean soup vs. seal oil, dried fish, etc.

2. Two different ways of talking to children. In family they use Eskimo and distinct Arctic dialect of English. In school the English language used is unbroken but full of unclear idioms.

3. Emotional style. Eskimo mothers are very protective, but in preschool there is less personal attention. Chilren tend to feel confused.

4. New Experiences. Many new things are experienced in the preschool that they do not experience at home. The child becomes

confused because parents do not always know what to tell their children to expect.

5. Parent follow-through. Experiences the child has are not followed up in the home because parents do not know about them. The parents, teachers, aides, and older children should work together to help the child anticipate and follow through with the child's experiences in order to reduce the child's confusion.

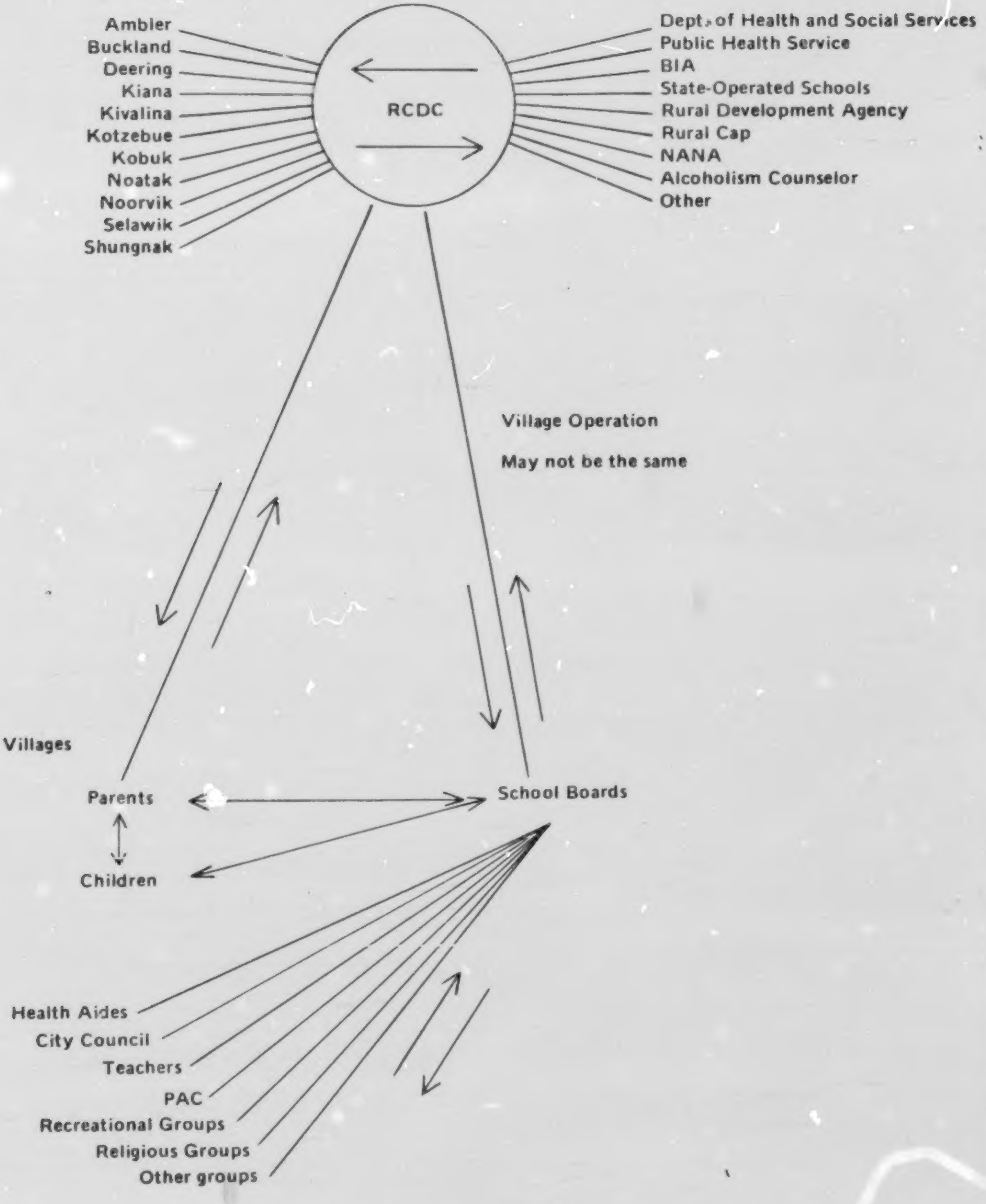
6. Differing training styles. Observation is the chief method of learning in the home with much positive reinforcement used. Whereas in school children are required to listen and take teachers direction, many times with much negative reinforcement.

On August 30th, an ad hoc Regional Child Development Council met in Kotzebue with representatives from many regional agencies concerned with children. (See Attachments for Minutes of the meeting and copies of materials sent out in advance of the meeting.) The purpose of the meeting was largely for information and coordination purposes, since it was the first (and only funded) meeting of the group.

Village participants were:

Sarah Tickett - Ambler
Emma Berry - Shungnak
Bernice Custer - Kobuk
Donna Zibell - Noorvik
Lowell Sage Jr.- Kivalina
Tom Morris - Deering
Nita Commack - Selawik
Dick Grissom - Kotzebue

Relationship Diagram
Regional Child Development Council (RCDC)


Ambler
Buckland
Deering
Kiana
Kivalina
Kotzebue
Kobuk
Noatak
Noorvik
Selawik
Shungnak
RCDC
Dept. of Health and Social Services
Public Health Service
BIA
State-Operated Schools
Rural Development Agency
Rural Cap
NANA
Alcoholism Counselor
Other
Village Operation
May not be the same
Villages
Parents
Children
School Boards
Health Aides
City Council
Teachers
PAC
Recreational Groups
Religious Groups
Other groups

Representatives from concerned regional agencies were:

Carl Berger, Division of Family and Children Services
Evelyn Conwell, Hope Center
Al Adams, Rural Development Agency
Nancy McFarland, State Operated Schools
Jenny Alowa, Preschool Planning, Bering Straits Native Association
Ron Hohman, State Operated Schools, Nome
Dr. Case, Public Health Service, (Dental), Kotzebue
Chuck Perry, BIA School, Kotzebue
Bob Schaeffer, RurAL CAP, Kotzebue

Village delegates had the opportunity to describe community involvement in education in their village, and any specific areas of concern. Regional agency representatives described how their programs related to the needs of children. The main issue stressed by the coordinator (Grant Ballot) was need for improved communication from villages about what their needs were, and to villages about what resources were available. The communities had stated that they wished to have a permanent council. Suggestions for developing such a council are in the next section. The chart on the following page illustrates the relaionship of the council with agencies and commuity figures and groups.

Future
Regional Child Development Council

PARTICIPANT SELECTION PROCESS FOR VILLAGE DELEGATES

Suggested Requirements:

1. Must have good knowledge of the general life in the past dating to at least entrance of religion and BIA schools.

2. Must be familiar with the particular lifestyles and habits of subsistence hunting of each family dating to at least the grandparents.

3. a. Must have patience and understanding and be able to help most or all the people in his village.

   b. May be two or more people in a village, one to translate to and from English -- letters, oral reports and presentations, and one to understand and communicate in a way of the person speaking.

4. Must understand and speak Eskimo fluently. English can be useful but not required with use of translators.

One way to be sure that earnest and honest people would be selected in each village is to ensure that each and everyone must understand exactly what is happening. This can be done in one mass meeting or preferably in a house to house survey to find the natural leaders of the community. Only when this is completed then a meeting would be called to discuss and agree on a person or persons who would go to meetings and supply information from sources to the people concerned. This selection process would take 2 - 5 days depending on the size of the village.

AD HOC ADVISORY BOARD PROPOSAL
REGIONAL CHILD DEVELOPMENT COUNCIL

Purpose: To identify with and represent the real needs of the whole scope of Education in the NANA Region.

Reason for Need: With the advent of BIA, religious groups and various agencies and their services intended for the "good" of the people, it has become apparent that a closer and more careful look must be made by these groups to ensure that the real reasons for successes and failures in the field of education are fully understood by the villages themselves, but more important understood by these various agencies who provide these services. This belief is based upon the actual happenings that have taken place in the last fifty (50) years. We, who hold responsible positions in the NANA Regional Corp., share this belief that the destruction of self-initiative began when the Americanization of Northwest Alaska Natives was implemented without providing a true and a real understanding of its purposes. We will not and cannot place the blame on you, who comprise the present administrative and advisory position of the various agencies within the State of Alaska and in the federal programs of the U. S. Government. But our present situation calls for corrective action in our education programs and we do hold you responsible to that.

One real need has become very apparent to me (Grant Ballot) when I visited each of 11 villages and interviewed approximately 325 people, all school boards, all village councils, all parent advisory committees, village teachers, (both natives and non-natives), and this is that people cannot identfy themselves with the educational system, and only attempt to "paint" or project a picture to suit the responsible representative and give hima an idea that they think he should like to hear and not necessarily to meet their or his own needs. Becasue of poor communication, isolation, changes that have taken place much too fast for the average villager to keep up with, and not being given an understanding of the reason why we are desperately trying to "Americanize" the Natives, there are major changes that will have to come about.

1. We are going to have to get these people to understand why we are doing what we are doing. Until then, it will continue to be meaningless and often useless to get an education coming from an isolated village.
2. You, the agency representatives, are going to have to identfy and define the true purposes of the education system and the effect that it will have on the lives of villagers, recoginzing the fact that we cannot go back to the way we use to live.

The modernization of the villagers with new homes, with fuel burning stoves, sno-machines, electricity, etc., have created a vacuum in the very existence of these people without a suitable replacement. We purpose, in order to correct some of these problems, continuing the Regional Advisory Council. This council should be comprised of members from all villages. In addition to this, we recommend that a staff of at least three (3) people from that group be paid employees to implement needed corrections as the Advisory Councils recommends and advises. These three people would be directly responsible to the Council and supply information to and from the people.
(See chart p. 14.)

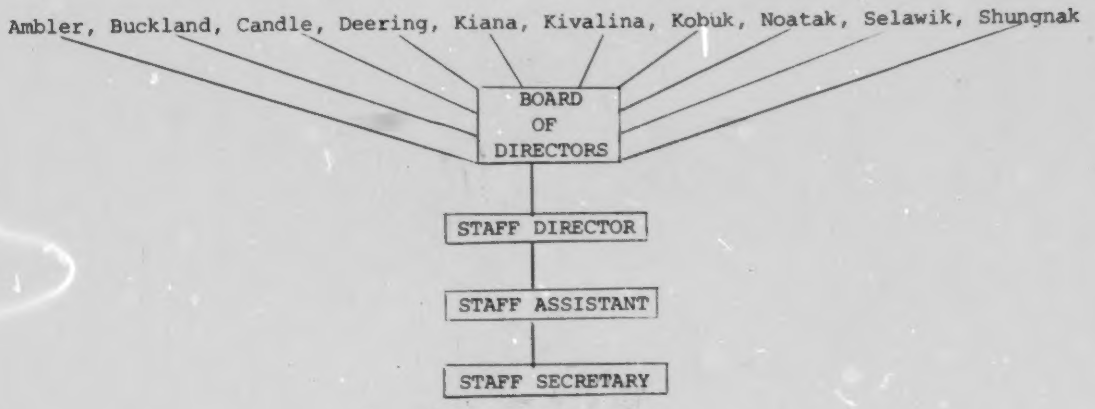
We feel that if this is to be successful, full time must be devoted to the cause. This council should meet at least 3 times a year and the staff should be committed to travel to all villages at least 3 times each for a period of no less than 2 days each time.

All of the villages expressed a desire for cultural programs, and they recognize that not all presently being taught are meaningful and do not transmit a real life circumstance. We recommend that at least some of the school time be devoted to actual environmental situations in teaching cultural material. (See Grant Ballot's memo on culture materials in schools in the Attachments.)

Coordination of agencies should be done at the top level, meaning that it is difficult to do that at the village, because there are at this time restrictions that will not allow close cooperating situations.

A MODEL FOR A PERMANENT REGIONAL EDUCATION ORGANIZATION

OBJECTIVE: Administrative takeover of supervision and operation of State and Federal Education Programs, by the Regional Education Services Board.


Ambler, Buckland, Candle, Deering, Kiana, Kivalina, Kobuk, Noatak, Selawik, Shungnak
BOARD OF DIRECTORS
STAFF DIRECTOR
STAFF ASSISTANT
STAFF SECRETARY

ALL STATE AND FEDERAL EDUCATION PROGRAMS AND THEIR SUPPORTIVE ELEMENTS.

The following list of objectives was developed from the months of travel to villages and consideration of many stated and implied needs that effect virtually all rural Northwest Alaskans. Clearly, these are not specifically for preschoolers. But the change process must begin in the earliest years of learning. This list of objectives gives a background for the writing of any Northwest Regional curriculum.

OBJECTIVES OF THE NANA EDUCATION CHANGE PROCESS MODEL

Educate, unify, and coordinate all processes of reasoning of the people of the NANA region:

A. Will become aware of why they themselves think the way they do.

B. Will become aware of whether they are comparing themselves to others or are trying to better their own understanding of their own surroundings.

C. Will learn to do, feel, and express their own desires freely knowing that they are free to do so.

D. Will compare and analyze.

E. Will know where their true sense of values are and why.

F. Will appreciate their own unique way of thinking upon discovery and recognition of their own abilities in finding simple enjoyments.

G. Will recognize and responed to their own needs and the needs of others around them.

H. Will no longer "take for granted" but recognize a system of "conditioned" thinking by the individual who has that trait.

I. Will become fully aware of their own cultural differences as compared to other non-native cultures.

J. Will learn that it is not a "shame" to be different than the immediate family, friend, community, or a different culture.

How Will We Know That The Objectives Are Being Attained By The Individual:

A. Is becoming increasingly inquisitive of other people's views on different subjects both in public meetings and private conversations anywhere at anytime and is attempting to discover why he himself questions or doesn't know.

B. Is beginning to understand why he is different from others in the way they regulate their own lives and understand why he does some things exactly the same way as others. Is finding where he is trying to be like others or is just trying to be himself.

C. Self accomplishment of objectives in simple problems of life prepares one for bigger tasks. Through this new experience in broader fields, development of self-confidence will prompt exploration of new and unknown fields of knowledge. The individual can now deal with minor, and/or what he thinks is major, problems in his life.

D. Is gaining the ultimate beginning of a new desire to make self a better person when self-exploration and self-discovery bares the facts of his own self's true identity. He can now do or not do but he knows better.

E. Is understanding why he earnestly believes in something and why he tries to live up to it.

F. Is no longer concerned or believes that he does not have the ability to think and learn as well as someone else.

G. Knows to a greater degree what it is that he really wants that would satisfy him because he has a better knowledge of self-direction for searching for solutions for himself and others.

H. Is able to recognize several ways of doing one thing and that his own method does not have to be like someone else's provided all alternatives are considered.

I. Realizes the reasons why non-natives differ from himself in eating habits and other basic parts of a culture.

CONDITIONS OF EVALUATION

What Concrete Situations Prove the Individual Has Attained the Objectives?

III. A. In meetings of school board, church groups, local governments, political, NANA Regional, and private discussions in home and elsewhere.

B. Same as (A) and all around performance of working in village, speaking to people, and whether he indulges in malicious gossip.

C. Same as (A) and (B).

D. Same as (A) and in correspondence with NANA Regional personnel on needs.

E. In the home, modes of transportation, protection of personal materials, and mental needs.

F. Self dependence in finding solutions to material needs in home and village. Not afraid to try new things with old methods of operations, home and village.

G. Willingness to help others around themselves, share newfound ideas that work, and same as (A).

H. Same as (E) and (F).

I. Visits by social workers, association with teachers, new preachers, non-native construction personnel. Are home visits welcome?

J. Same as all above.

Keeping in mind these general cultural personal objectives for an educational program, a next logical key step on our ECD planning is the development of specific objectives for ECD experience based on the needs uncovered in the NANA surveys. The following procedure is intended as a sample of a method, by which needs can be converted to behavioral objectives, from which activities for the kids can be created. This is not a complete list, and in actuality this list would be created in the village by the parents of the children during a workshop or similar activity.

In this way, we should produce a curriculum that was relevant to the local needs. This planning must be tied, however, to improvement in communication and awareness among the parents.

PROGRAM OBJECTIVES FOR EACH NEED

Need #1 - ABLE TO LIVE IN ESKIMO AND NON-ESKIMO CULTURES

Outcome:

A. Children will be less afraid of going to school.

Success Indicator:

1. Parent reports child wants to go to school.

and/or 2. Parent reports child does not cry when he knows he/she is going to go to school.

and/or 3. Parent reports child does not need parent escort.

and/or 4. Teacher reports that when child is brought to school, the child naturally moves into, and fits into, the on-going activity.

and 5. Teacher reports child stays with the activity for the remainder of the day.

and/or 6. Teachers report child does not withdraw when strangers visit.

7. Parent and teachers both report child wants to continue going to school throughout the full year.

Circumstances that prevail at the time when success indicators are observed.

At home, at school, anywhere else in the village. Local parents are the "teachers".

Parent-teachers are trained for the task of attaining this objective by, probably, AMU, or some other institution of higher learning which can offer regional workshops in collaboration of local people.

Housing will vary from village to village, but in all cases buildings will have adequate warmth, sanitation, storage areas, etc.

PROGRAM OBJECTIVE

Need #1: ABLE TO LIVE IN ESKIMO AND NON-ESKIMO CULTURES

Outcome:

B. Children will speak and understand both Eskimo and English.

Success Indicators:

1. Parent reports child said "I want to go to school". Parent reports child said the same in Eskimo.

2. Parent and teacher reports child is able to tell the differences in colors, simple numbers, shapes of squares, circles, etc., in Eskimo and English.

3. Parent and teacher report child knows names (in Eskimo and English) of common use objects in the home and village such as sleds, dogs, tables, chairs, stoves, houses, clothes, etc.

4. Parent and teacher report child understands and responds correctly to questions asked in Eskimo, and understands and responds correctly to questions asked in English.

5. Parent and teacher report child understands stories told in both languages.

6. Parent reports child converses correctly, in English, with older relatives and friends while playing in the home and elsewhere.

7. Parent reports child is able to switch from Eskimo talk to English talk whenever the situation called for it.

Circumstances that prevail

At home, at school, in the churches, and anywhere and anytime in the village

Need #2: IMPROVED MANIPULATIVE, PHYSICAL, AND COGNITIVE SKILLS

PROGRAM OBJECTIVE #1

Outcome:

A. Child demonstrates increased manipulative skills.

Success Indicators:

1. Parent and teacher report child can successfully put together jigsaw puzzles.
2. Parent and teacher report child can place round peg in round hole and square peg in square hole.
3. Parent and teacher report child can dress themselves and "get ready" in other ways for the next activity.
4. Teacher reports child can string beads together.
5. Teacher reports child can operate moveing toys.
6. Parent and teacher reports child can draw freehand with large pencil or crayon, and chalk.

Circumstances that prevail at the time when success indicators are observed

At home, at school, anywhere in the village. Local parents are the "teachers".

Parent teachers are trained for the task of attaining these objectives by, probably, AMU or some other institution of higher learning which can offer regional workshops in collaboration with local people.

Need #2; IMPROVED MANIPULATIVE, PHYSICAL, AND COGNITIVE SKILLS

PROGRAM OBJECTIVE #2

Outcome:

B. Child will demonstrate increased physical skills.

Success Indicators:

Parent and teacher report child can:

A. Play catch, using balloon, bean bag, and ball.

B. Skip rope-simple versions, or hop-scotch.

C. Roll, somersault, sit-up.

D. Walk floor tape, plank, or stepping stone.

E. Kick ball, Eskimo high kick, high jump (choice) or broad jump (choice).

F. Skip and hop with some skill.

Circumstances that prevail at the time when success indicators are observed

At home, at school, anywhere in the village. Local parents are the "teachers."

Parent-teachers are trained for the task of attaining these objectives by, probably, AMU or some other institution of higher learning which can offer regional workshops in collaboration wiht local people.

Need #2: IMPROVED MANIPULATIVE, PHYSICAL, AND COGNITIVE SKILLS

PROGRAM OBJECTIVE #3

Outcome:

C. Child will demonstrate increased cognitive skills

Success Indicators:

Parent and teacher reports child can:

A. Name and match colors on blocks, beads, other toys.

B. Recognize colors in room furnishings and outside, clothing.

Name the color he is using, or wants to use.

C. Name and match circles, triangles, squares, rectangles from a basic form set.

D. Find among the materials he is using (like blocks, pegs, cutouts) the short one, the long one, the large one, the small one, the wide one, thin one.

E. Count verbally to 10.

F. Show you a given number of fingers (3, 5, etc.).

G. Collect a given number of toys, objects (4, 6, etc.).

H. Find the object in front, behind, beside, on, under, over, in.

I. Tell teacher and children what they want or need for an activity.

J. Name the objects and activities they encounter in their surroundings, such as toys, games, outdoor objects, etc.

K. Talk freely with others for pleasure in social conversation, and in fantasy play and group games.

L. Listen to books, records, filmstrips, movies, and be able to ask and answer simple questions about them.

Circumstances that prevail at the time when success indicators are observed

At home, at school, anywhere in the village. Local parents are the "teachers".

Parent-teachers are trained for the task of attaining these objectives by, probably, AMU or some other institution of higher learning which can offer regional workshops in collaboration with local people.

PLANNING ACTIVITIES PROPOSAL
Again, these objectives are tentative because they require parental approval and understanding.

Detailed weekly or monthly objectives are to be developed by the parents and the "teachers" jointly in order to obtain consensus on details of program purposes and to make any necessary changes.

Following is a guideline for planning and operating a community sponsored E. C. D. program.

1. Review and obtain consensus of villagers regarding program objectives as currently drafted for this proposal.

2. Obtain participation by villagers in writing more detailed behavioral objectives which further define each of the program objectives.

3. Provide training for parents to:

   a. Become ECD "teachers" via contract with AMU or some other institution of higher learning which can offer regional workshops in collaboration with local people.

   b. Observe accurately children's behavior.

   c. Have skills required to help children reach the program objectives, and thus meet the needs the people have identified.

   d. Evaluate child's growth and program.

4. Obtain active participation by villagers in planning, operation, and evaluating of the program and feedback.

5. Obtain support, follow-through arrangements with SOS teachers in kindergarten and primary school.

6. Obtain parental assistance with program alternatives, program development and design, e.g., suggestions regarding toys, puzzles, where to house the project, how to do things, what people should do what, when, where, how, the kinds of things to learn, how children can learn them, etc.

ATTACHMENTS

NORTHWEST ALASKA NATIVE ASSOCIATION, INC.
P. O. Box 49
Kotzebue, Alaska

August 17, 1972

All Agencies
State and Federal

Proposal for the formation of the Regional Child Development Council is enclosed for your benefit and information of the purposes and concerns within the entire NANA Region.

It is my intent to work with the people who are directly affected through their children. I also realize that I cannot supply meaningful long range planning information to these people unless I have your agency's cooperation in supplying me and the villages with your expertise and objectives.

The parents of the children are being asked to begin planning to meet their own educational needs. I feel that it is the Agencies who provide service to the villagers who should and must help in planning since their services affect all aspects of the educational systems in the villages.

It will be to the best interest of the Regional Child Development Council and the villagers, that we have a working agreement in which your office will supply all information of your plans and what is already in progress so that any plans formulated will be in line with what is fact or can be had.

Tentative date of the meeting to be held in Kotzebue is 2:00 p.m., August 30, 1972. At this time your office is asked to be represented and to make known your immediate and long range objectives.

A reply would be appreciated.

Sincerely,

Grant Ballot, Regional Coordinator
Pre-School Planning

GB/hn

cc: Baxter Wood, SOS
Stanley Friese, SOS
John W. Schaeffer, NANA
Village School Boards

REGIONAL CHILD DEVELOPMENT COUNCIL

MAJOR OBJECTIVES

1. The people of the region and all State and Federal agencies will function as one unit. They will understand each others functions and responsibilities and will know that each one can depend on the other's action.

   This will be achieved through the flow of information and technical assistance from all parties involved.

2. My job as a Regional Coordinator for Preschool Planning will no longer be necessary. It will be the people who, on their own, will coordinate their efforts to coincide with and in harmony with anothers.

   RCDC will be an information network that will function so thoroughly that each one will be able to comprehend what the end result will be.

3. Parents and people, in general, at both local, regional levels will be able to determine what and where their educational needs are.

   Through this close association with each other, these people will learn and have more confidence in that they know they will be able to define their shortcomings and problems and what the possible solutions are. On the village level each organizational structure that has any responsibility to the people will make known its plans and will learn and become aware of the other's goals. On the regional level, all State and Federal agencies will make known their plans and those already in progress to the people of the villages and in turn will be supplied information about the needs and programs effectiveness.

4. All plans, guidelines, communications developments of the RCDC, its memeber and participating agencies, are intended to be flexible and subject to change.

We will readily accept as fact that new knowledge of existing structures, changing environment and economy, supervisory personnel turnovers, will cause any or all inflexible plans and rules of operations to become obsolete in time.

Through training and constant vigilance for new and timely exchanges of ideas, we can and will be able to change as needed.

REVISED
PROPOSED AGENDA
REGIONAL CHILD DEVELOPMENT COUNCIL

August 30, 1972

2:00 - 2:30 p.m.	Introduction
2:30 - 4:00 p.m.	RCDC Concept and determination of functions on the Regional level. Discussion of communicative possibilities.
4:00 - 4:15 p.m.	Break
4:15 - 5:00 p.m.	Determination of in-village operation of RCDC.
5:00 - 6:30 p.m.	Supper Break
6:30 - open	Determine whether an advisory structure as such is needed or wanted by the people. If so, election of officers and determine role(s) each member will have.
open	Agency representative presentation: Dept. of Health & Social Services Bureau of Indian Affairs State-Operated Schools Public Health Service RurAL CAP NANA Regional Corporation Alcoholism Counselor, Kotzebue Rural Development Agency And other interested organizations - local and otherwise.
	August 31, 1972
9:00 - open	Members' closed session

NORTHWEST ALASKA NATIVE ASSOCIATION, INC.
P.O. Box 49
Kotzebue, Alaska 99752

August 18, 1972

Local School Boards
All Villages

Tentative date for the Regional Child Development Council meeting is set for August 30, 1972 at 2:00 p.m. Each village member is requested to report to the NANA office upon arrival.

Travel plan to Kotzebue as follows:

Noatak, Kivalina, Buckland, Deering: Wien, Tuesday, August 29

Ambler, Shungnak, Kobuk, Noorvik, Kiana, Selawik: Wien, Wed., August 30

All will return to their respective villages on following Wien flights except for Buckland and Deering who will take a charter.

Attached to this letter is a list of some information that each village member can being to the meeting for use on future planning.

Your full cooperation is needed if we are to be successful in setting up this communication network.

Thank you for your time.

Sincerely,

Grant Ballot
Pre-School Planning

GB/hn

cc: John Schaeffer
Ron Hohman
Stanley Friese
Baxter Wood

PRESENT INFORMATION NEEDED

1. Communications: Mail frequency, telephone, radio, and other, if any.
2. School Board: Members' functions in connection to the school system, villagers, and children.
3. Types of Programs in Village: Preschool Teacher Aides, Cooks, Director, Janitor, etc.
4. Your opinions of Parent Involvement:
   - A. Are they willing to attend school board meetings?
   - B. Do they actively participate in conversations and discussions in meetings?
   - C. Do they object to surveys concerning general village needs?
5. Any information on any subject so long as it relates to the people's needs.

   This should include statements and requests pro and con in the village so that we could attempt to find out why and possibly we could work something out as a solution or answer to the question.

PREPARING A VILLAGE REPORT

1. Include as much information as possible such as, who, what, where, when, why, and how.

2. This information must not be limited to education alone. There are many other factors that contribute to successes and failures of any given program. Knowing these factors is important in planning for an ideal program for your village.

3. These are some of the factors that cause certain educational sucesses or failures that could come from all aspects of village life and functions:

   Knowledge or Ignorance, Interest or Lack of It, Personal Problems Caused by Pride or Lack of It, Financial Problems in Homes That Cause Hardships, Inability to Accept Changes, etc.

   It is the villager's duty to observe these factors and report so that counseling or fact finding surveys can be conducted to solve or at least seek possible solutions to these problems.

4. Any actions taken by the School Board would be helpful. Minutes of your local school board meetings should be made available.

NORTHWEST ALASKA NATIVE ASSOCIATION, INC.
P.O. Box 49
Kotzebue, Alaska 99752

REGIONAL CHILD DEVELOPMENT COUNCIL MEETING

August 30, 1972
BIA School
Kotzebue, Alaska

The meeting was called to order at 2:10 p.m. Grant Ballot, Regional Coordinator, introduced the representatives:

Sarah Tickett - Ambler
Emma Berry - Shungnak
Bernice Custer - Kobuk
Donna Zibell - Noorvik
Lowell Sage Jr.- Kivalina
Tom Morris - Deering
Nita Commack - Selawik
Dick Grissom - Kotzebue

Absent were the Kiana, Buckland, and Noatak representatives.

Guests were:

Carl Berger, Division of Family & Children Services
Evelyn Conwell, Hope Center
Al Adams, Rural Development Agency
Nancy McFarland, State-Operated Schools
Jenny Alowa, Preschool Planning
Bering Straits Native Association

Ron Hohman, State-Operated Schools, Nome
Dr. Case, Public Health Service, (Dental),
Kotzebue
Chuck Perry, BIA School, Kotzebue
Bob Schaeffer, RurAL CAP, Kotzebue

Grant Ballot is working under a contract with the State-Operated Schools which is undergoing changes; they want local school boards, they want information from the villages themselves, and eventually the advisory school boards will run the school. One of the problems have been that one system is set up and this may not work for this region. Under this contract, they want to set up a system that will work for this region. The concept is from the regional level on down to the village level.

Q - Is the Kotzebue school under the State-Operated Schools System or BIA and will it be included within the regional set up?

A - Kotzebue and Kiana schools are the only educational systems in this region under the BIA and Kotzebue will be included in the regional set up because it is one of the 11 villages in this region.

Comment: The regional superintendent is in charge of 15 State-Operated Schools in our area plus the Nome area.

Q - Can students from the villages attend school in Kotzebue?

A - No, right now the school is so crowded that they cannot take anyone from anywhere.

Grant Ballot - This contract under the Northwest Alaska Native Association with the State-Operated Schools enables the staff to go out to the villages to find out exactly what the villages want in the line of education. The State-Operated Schools System is going to give the villages power to hire teachers, to decide what is going to be taught, and to determine exactly what is going to be changed and when.

Comment: The Head Start Program is run under a different agency than the Children's Cache.

Q - If a student has a problem, who takes care of it, the teacher, principal, or the school board?

A - To solve a problem, they have to go into the village where the problem is, find out what causes the problem, and see what can be done. The board itself cannot decide on a solution unless everyone involved has been consulted. Every village, every agency, and the board must understand each other in order to get something accomplished and understood. The board must be informed on the problems of each village.

Carl Berger - he is in charge of the welfare department here in Kotzebue, the Division of Family and Children Services. They help with families in a form of a money grant and food stamps. The staff is stationed in Kotzebue but it serves the whole region. It consists of 2 social workers, 2 eligibility workers, and a BIA social worker.

Q - Does your department go into providing money for clothes for school children? There is a problem in Kivalina where a student will not go to school because of a lack of clothes.

A - This situation will be discussed between the welfare department and Kivalina representative.

Comment: Deering representative strongly urged that each village have PTA's. He feels that it gives the parents a sense of knowledge on their kids, and how the teachers are associated with their learning.

Grant Ballot - discussed the concept of membership of the Regional Child Development Council. This is only an idea and can be changed on a regional and village level.

The proposed council will be composed of members of the school boards in the region. In order to become a school board member, persons have to be elected. Because council members will have been elected to a position before, the chances that they will represent the majority of the people are good.

Comment: School board members and officers stay in as long as they are elected and a representative for this meeting may or may not be a school board member just as long as he is selected to go by the village. Every year there is an election of officers and the term is 3 years.

Deering representative stressed a problem concerning the opening and locking of school doors. Only because of student's unfavorable actions, this restriction was set up.

Grant Ballot - membership of Regional Child Development Council -- they are to be elected by the village, also membership from agencies is stressed if they wanted to or not such as the Health & Social Services, Public Health Service, BIA because they all have one aspect in common - to work with the people.

Comment: When a school board meets, all the parents should attend. Also, health aides, city councils, teachers should become involved in school board meetings.

Q - Does the Regional Child Development Council have anything to do with NANA?

A - No.

Comment: All of the villages are included in the Regional Child Development Council if they object they are not forced to be a part of it. It should be known that any plans to be made, changes will always have to be anticipated.

Major objectives of the Regional Child Development Council:

1. The people of the region, villages, and agencies must function as one unit.
2. The regional coordinator should no longer be needed, the village should be dependent upon itself.
3. The parents should be able to determine what and where the educational needs are.

Comment: All plans, guidelines, developments, etc. of the Regional Child Development Council are subject to change.

BREAK 3:33 p.m.

RECONVENE 4:00 p.m.

Comment: People who possess leadership within the village should attend the meetings.

Discussion from representatives on their educational systems directly or indirectly affected. Need to know especially on attendance of parents at school board meetings.

Bob Schaeffer - Some people do not want to be involved whether it be school board meetings or city council meetings. Participation of people is very important.

Kivalina - Problems are brought to the school board. A meeting with the PAC and school board members came up with the idea that any complaints be brought up to the school board and the school board would work it out with the student and parents instead of the school board itself.

Comment: If a child has a problem it should be brought to the school board and be worked out with the school board, teacher, parents, and child. Everyone should be involved not only the school board.

Al Adams - controls 28 villages with NYC supervisors in each village. These supervisors are selected by the village councils. The only problem is actually having someone supervise 5 hours a day and keeping the paper work straight.

Kobuk - school board meetings with members and parents are held once a month. Most of the parents attend. The parents cooperate when help is needed, Q - Who do you see if there is a complaint from the village on employees such as the cook?

A - The principal teacher is in charge of the school.

Kivalina - has a problem with their cook, what do they do?

Discuss this problem at the next school board meeting and if it cannot be worked in Kivalina, contact the State-Operated School office in Nome.

Shungnak - school board meetings once a month with only the teachers and members attending. Parents weren't invited because it wasn't known. No complaints except the cooking.

Representative wasn't too aware of the school board because she isn't on the board. Minutes of the school board meeting will be sent to Grant Ballot.

Comment: The principal teacher is the one authorized to order the food so this may have something to do with the problems of the cooks. Perhaps the school board can work together with the principal teacher in ordering the food.

Q - Does the Head Start Program require a cook?

A - The school board decides either on a hot lunch program or just a snack.

Comment: At the present time, the Regional Child Development Council has no authority over the Head Start Program.

Noorvik - They have open school board meetings and they are not too well attended. Not all of the teachers attend; only a represenative. The biggest problem is discipline. Training is started in the home and how they act in home determines their action in the school. There were some complaints on the teachers so they the students tried from the 5th grades on up switching teachers. This worked out fine and was worked out between the school board and the teachers.

Selawik - school boards meet anytime they need to with the parents. Parents not attending is a problem.

BREAK 5:00 p.m.

RECONVENE 6:45 p.m.

Nancy McFarland - Instead of SOS to run the Early Childhood Development Program from Anchorage, they have involved the regions to run them. Shungnak and Ambler are to be the first ones to be started under SOS and NANA with Grant Ballot being coordinator. They are now in the planning stages and representatives from SOS will visit these two villages. There are 5 other people from SOS to go out to the villages and hold workshops with the teachers and parents and work with the classroom materials. Nancy McFarland and Jenny Alowa are designated the NANA and Bering Straits region. The school boards must take an active part in decision making and providing ideas on equipment and activities. It is up to the school boards whether they want a preschool program to find teachers, a building, and parents to help the teachers. Head Start is separate from the Children's Cache Program. There is money to start these programs also in January. They do not want to set up this type of program if there is already a Head Start or any other kind of program in the village. Preparation for a hot lunch program or a snack has to be considered. Working closely with the health aides in the village and making home visits is wanted. They will be going into the villages and talking with the parents about this program.

Q - How does a village apply for this type of a program?

A - The school board is responsible for this.
Q - Kivalina Head Start wants to hire a janitor with a helper. How do they go about doing so?

A - Head Start is not associated with the Children's Cache Program. See Ray Gabriel-Head Start, Kotzebue, about this problem.

Q - Noorvik has a Head Start Program. Does that leave them out of a Children's Cache Program and how can it go about in obtaining a kindergarten?

A - SOS is trying to have each region produce its own model and as of yet there is no established curriculum. The concept of a kindergarten for Noorvik will evolve probably around December and, at that time, it will set up some sort of direction.

Kindergarten - The Head Start Program requires 13 kids as a minimum and SOS's legal requirement is 3.

Kobuk has 4 preschool children and Deering has no kids. Nine out of 11 villages in our region will have preschool programs.

All aspects of any services provided by any agency affects home life which also affects the educational system.

Carl Berger - Division of Family & Children Services - Main focus is in Kotzebue and in the villages. They provide services of financial support through money grants, the Food Stamp Program, and social services. They try to deal with people's problems and to help people deal with their problems themselves. Their organization deals with problems which affect all members of the family from the adults to the children. The main focus in the future is to have more local involvement. The only contact with the villages is the frequent visits and by mail. They are determined to see more mutual involvement by the city councils, school boards, and the agencies.

Itemized services provided for the villages:

1. Old age assistance to people who are over 65
2. Aide to the blind, young as well as old
3. Aide to people who are permanently and totally disabled. This requires the physician's advice.
4. Children with no parents who are under 18

If these people mentioned above are proven eligible, they would receive a money grant.

Other services - child welfare - this involves people who are having difficulty with their children to the point where they are abusing them. The welfare department would act as a delegate to the court. The court would ask them to investigate. A decision would then be made and the children would be placed perhaps in another town with another family until the parents are able to care properly for them. They also provide adoption services.

They are now in the process of providing a homemaker's service. This would provide help to the older people who want to stay where they are from but cannot do so. They would get people to help care for them.

Food Stamp Program - enables more purchasing power. Eligibility is determined by the size of the family and income.

Visits to the villages - they will try to visit Selawik, Noorvik, and Pt. Hope on a monthly basis and the other villages every other month.

BREAK 7:35 p.m.

RECONVENE 7:45 p.m.

Al Adams - works for three agencies: NYC, Rural Development, and Operation Mainstream. This past summer the NYC Program hired 742 youths from Stebbins to Pt. Hope. $136,000 was spent for the students. This winter there will be two types of NYC programs, the out-of-school and in-school programs. Out-of-school - for high school dropouts ages 14-22. They can work 5 hours a day at $2.10 an hour. In-school - in school students ages 14-21. They may work 2 hours a day 5 days a week at $2.10 an hour.

In the villages there are either IRA Councils or Village Councils. It is the Village Councils that selects the NYC supervisor.

On September 1st the out-of-school program begins its operation and October 1st the in-school program. They will close on May 1st. There is a total of $100,000 for each program to spend on these NYC students to work as teacher aides, Head Start aides, working in the kitchen, or recreational aides during recess.

These students may work for any state and federal agency or any worthwhile community project. Also in the homes of older people.

If you have any problems, contact Al Adams, NYC, Box 1068, Nome, Alaska 99762.

The supervisors put in an in-kind donation to the program. They are paid only by the City Councils. The kids can also act as tutors under the NYC program.

Rural Development Agency - grants are given to the villages and are used as needed. Can also be used to build community buildings and clinics. Labor under these grants are to be used only for labor set at $2.50 an hour.

All of the 12 villages in this area have grants.

Kivalina - $2000 - addition on to the community building to put up a kitchen for the Head Start Program.

Kobuk - $5000 - renovated an old community building into a clinic.
- $1500 - to help clean the village because of a minor flooding.

Ambler - $5000 - labor for water and sewer

Shungnak - $10,000 - city offices and a jail

Noorvik - addition to the native co-op store

Comment: The legislation passed a bill amounting to $50,000 for five Head Start buildings, Noorvik and Noatak are two of the five for these buildings.

Selawik - $10,000 - to construct a pre-fab community workshop for sno-machines, etc.

Deering - $5000 - last summer
- $3100 - this summer - renovate an old

building for a clinic, seawall, and a water pipline.

Kotzebue - $10,000 - roads
- $10,000 - roads and fire hall

The City Councils must apply for these grants and they may be used as the city desires.

Travel Itinerary - Al Adams

September 29 - Pt Hope, Kivalina, Noatak

September 30 - Kobuk, Shungnak, Ambler, Selawik

October 1 - Deering, Buckland, Noorvik, Kiana

Q - Under the NYC Program, there is an age limit. Is there any way a good worker may continue?

A - He may be placed under Operation Mainstream if the village has a grant from them. If not, the village may apply.

Al Adams needs from every village the number of miles needed for trail staking so a contract could be drawn up for each village.

Evelyn Conwell - Hope Center - works here in Kotzebue but will travel to the villages. They hope to set up some type of program in each village. Their main objective is to teach the people about alcoholism especially the young children.

Dr. Case - Public Health Service - The whole health program is involved in treatment. One of the biggest aspects of health is prevention and this can be taught in the schools. Nutrition and alcoholism are very important and should be taught in the schools. A person's health affects his education. Encourages the giving out of vitamin pills.

well baby clinic, and visits to the dentist if he is in the village.

Bob Schaeffer - RurAL CAP - RurAL CAP has been in this area for about 6 years. They work with the poor and get involved with any of the needs of the village people. They basically work with the village councils. They are working closely with the NANA Regional Corporation and would like to see them take over since NANA is the people. The RurAL CAP board will be meeting in October. Idea to think about -- How can a school board expand itself to work with other things such as the various programs presented?

SOS Ron Hohman will send a manual on policies to the Kivalina Representative and Grant Ballot.

Chuck Perry - BIA School - 770 students enrolled in the Kotzebue School. Two levels - elementary and high school. Mentioned the problem of discipline and what the biggest cause is -- no recreational facilities. Explained to village representatives some of the problems that could arise if expansion in their schools.

Q - Does the school board have anything to do with the selection of teachers?

A - They may advise, but final approval comes from the principal teacher.

BREAK 9:00 p.m.

RECONVENE 9:25 p.m.

Idea - In the planning stages, look at your village now as it exists, and look at the things you want changed and the things you want continued. Try to focus on the things you want to keep and decide how you can strengthen them. Then after looking at your program, you can:

1. Get people to train people in the village.

2. Take someone from each village and send them out for the training.

3. Have program materials develped in Kotzebue or in Anchorage to be used in the schools, health and education materials.

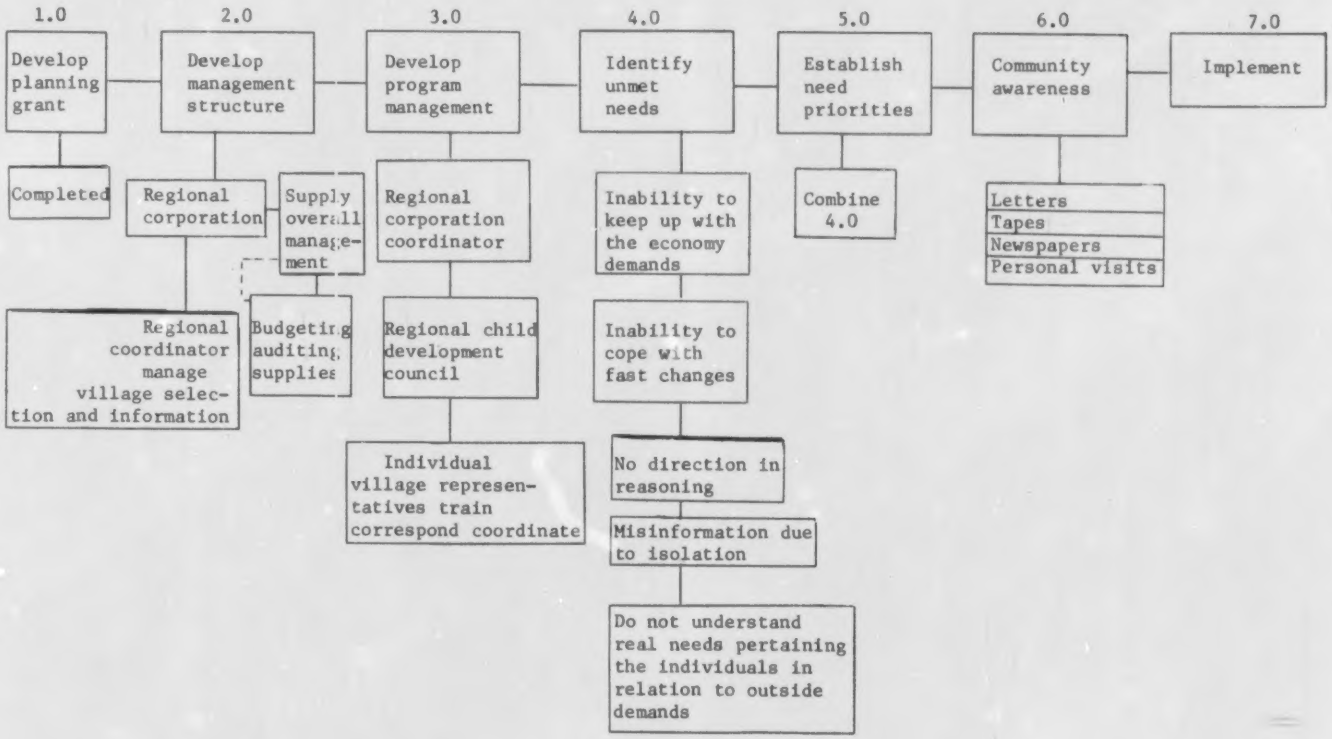
Kotzebue School Board Representative - When you start to establish the policies for a school, it has several advantages -- it is there and has some guidelines in which to operate and in policy-making you do not sit down and draw them up all at once -- you make them up as school goes along and as they arise.

The Kotzebue School Board corresponds with the BIA Office in Nome, the regional office in Juneau, and the national office on occasion.

Meeting adjourned at 9:50 p.m.

Planning Diagram for Regional Child Development Council

Objective
Educate, unify, and coordinate
all processes of reasoning of the
people of the NANA region


1.0
Develop planning grant
Completed
2.0
Develop management structure
Regional corporation
Supply overall management
Budgeting auditing supplies
Regional coordinator manage village selection and information
3.0
Develop program management
Regional corporation coordinator
Regional child development council
Individual village representatives train correspond coordinate
4.0
Identify unmet needs
Inability to keep up with the economy demands
Inability to cope with fast changes
No direction in reasoning
Misinformation due to isolation
Do not understand real needs pertaining the individuals in relation to outside demands
5.0
Establish need priorities
Combine 4.0
6.0
Community awareness
Letters
Tapes
Newspapers
Personal visits
7.0
Implement

NORTHWEST ALASKA NATIVE ASSOCIATION, INC.
P. O. Box 49
Kotzebue, Alaska 99752

To: Local School Boards

From: Grant Ballot
NANA Education

Subject: Culture Materials In Schools

Date: November 6, 1972

Some food for thought written by Stephen L. Baynes. This could very well be applicable in the case of our own Eskimo culture.

"..........As Indian Arts, oral literature, languages, and culture history become materials for curricula in more and more schools, it becomes increasingly important to understand what these materials can and cannot accomplish."

..........belief that this will somehow preserve the native cultures and their values, or will enable Indian children to integrate into their lives the "best of both worlds" is not felt by the author to be justified.

..........Mere inclusion of Indian culture materials in the content of curricula for American Indian children without radical alteration of the form of the education process seriously perverts the meaning of the materials from their meaning within the native culture. Specifically, education in our schools is compartmentalized and formal, whereas the form of education in the native American cultures was neither.........

.........Myths, legends, arts and crafts, and language are only a small part of a peoples culture... Specifically, the schools cannot and will not transmit the interaction patterns of the kinship community which forms the basis of Indian life on the reservations and in the cities. Since the schools cannot do this, it is the writer's opinion that their cultural curricula will be irrelevant in the preservation of Indian culture or in providing a real cultural identity for Indian children. This opinion is maintained because it appears that the experience of growing up in an Indian kinship community is the single factor which makes Indians significantly different from the other people in the United States today....and thus the factor which must be preserved if Indian culture is to survive. Growing up and living with a community of people who share a distinctive interaction style, and who are treated essentially as non-natives treat close relatives, results in the formation of an adult personality which is uniquely Indian. This was true in the pre-reservations, kinship bands, and is still true both on reservations and in urban relocation areas today.

Thus, the true source of a child's Indian identity will always rest in his community, and will be destroyed when that community ceases to function and when Indian children are brought up in communities and homes which do not differ from those of non-Indian America. The inclusion of so-called "best of Indian Culture" in the school curriculum will have no significant effect on the process. ....This is not to say, however, that Indian culture materials have no place in federal and public schools for Indian children.

.........When the school introduces Indian culture materials, a number of things may happen to bring the school and community together. "Teachers may become more understanding and tolerant of the values and lifestyles of the Indian community.

Parents may become less suspicious of a school's interest in their cultural background and thus may feel more comfortable about participating in school affaris. Parents may be drawn directly into the classrooms as teacher aides and guest experts in native culture. Eventually, as teachers seek out sources in the Indian community for firsthand cultural information, and as parents participate more actively in school life, a real dialogue may be established which could lead to the kind of mutual understanding that would enable parents to reinforce the school's efforts in the home, and enable teachers to be more effective in the classroom through a deeper understanding of their Indian pupils."

What do you think? It is very important that each of our natives in the villages understand the implication of this article. There are many teachers who will argue the main points of the article. Is it because they do not have a real understanding of the real differences in the home and in the school? Or is it because there is no real difference?

Only if we really understand where we are and what we want to do, we can accomplish most anything we choose to.

lem

Budget for Regional Education Service Board

OBJECTIVE: Administrative takeover of supervision and operation of State and Federal Education Programs, by the Regional Education Service Board.

MAJOR ACTIVITY
Travel to Villages, Travel one Central Village

Specific Activity	Personnel Equipment Supplies	Materials Telephone etc.	Total Cost	Dollar Allocation by Month											
				July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Regional Board Meeting, Travel & Per Diem	Board of Directors 11x3x1500.00		$4,500.00	AS DECIDED BY NECESSITY & NEED											
Staff Travel to Villages for Hearings	11x3x3x900.00		2,700.00												
Needs Assessment and Coordination of efforts	Personnel Salaries 1 Director 1 Assistant 1 Secretary		15,000.00 9,600.00	1,250.00 - Monthly 800.00 - Monthly											
	Total		24,600.00												
	15% Fringe Benefits		369.00												
Develope and Maintain Communications with all Villages and State and Federal Agencies	Total Cost		24,969.00												
	Equipment Rental and Communication Expenses		1,200.00												
	Final Total Expenses		33,369.00												

OBJECTIVE: Educate, unify, and coordinate all processes of reasoning of the people in the NANA region

MAJOR ACTIVITY
Create teaching, council, and communications network

Specific Activity 1.0	Personnel Equipment Supplies / Materials Telephone etc.	Total Cost	Dollar Allocation by Month '73 July	Aug.	Sept.	Oct.	Nov.	'72 Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Travel to Villages information and Village Representative selection (Coordinator)	Personnel: Regional Coordinator	$18,000.00 annually	--	--	--	--	--	--	--	--	--	--	--	--
	Secretary	1/2 $9,600.00 annually		--	--	--	--	--	--	--	--	--	--	--
	15% Fringe Benefits	$3,420.00 annually	--	--	--	--	--	--	--	--	--	--	--	--
Regional Meeting by Village Representative	Travel to villages at 10x2x100.00 Village Personnel travel to Kotzebue and return	$2,000.00						$1000.00		$1000.00				
(Coordinators) Return to villages for 2nd round information and organization	2x10x18x100.00	$3,600.00							$3600.00					
	staff per diem 30 a day x 40	$1,200.00												
	village representatives per diem 30 a day x 18 x 3 days	$1,620.00												
	telephone 50.00 month x 12	$ 600.00 annually												
	postage 30 a month x 12	$ 360.00	annually		--	--	--	--	--	--	--	--	--	--
Maintain communications and information input	equipment rental 75.00 month x 12	$ 900.00	annually		--	--	--	--	--	--	--	--	--	--
	Office rent 100.00 month x 12	$1,200.00	annually		--	--	--	--	--	--	--	--	--	--
	Miscellaneous	$ 600.00	annually		--	--	--	--	--	--	--	--	--	--
	TOTAL	$38,300.00												

Southwest Alaska Native Association, Inc.
P.O. Box 572
Bethel, Alasak 99559

ILAAKELERIIT is a term used in the Eskimo Communities for the family unit. It not only includes a child's immediate family, but also his extended family, the integral part of his growth and development. These close knit people are a child's "significant other" as one unit and not as individuals, a beautiful and healthy family unit which is being broken up by many factors today. One factor that helps in breaking up this necessary unit is the education system of today. The education systems are not geared to take into consideration the natural environment of the child. This natural environment includes not only his physical surroundings, but also his inner feelings as far as this family unit is concerned

ACKNOWLEDGEMENTS

We would like to extend our thanks for cooperation from the following:

School Boards and Village Councils of the AVCP region.
Early Childhood programs in the AVCP region.
BIA and SOS teachers who are concerned and dedicated.
AVCP Education Policy Committee.
Parents in the communities.
Advocacy Planning Associates.
SWANA Board Members.
Dr. Ray Barnhardt.
SOS/OCD Anchorage Personnel

and

all of the people who have encouraged us in our difficult task. Many a time we would have given up because of the blocks and complacency of different people, if it had not been for the wonderful people who are dedicated and concerned, and who realize that an Eskimo child is a human being capable of success and achievement.

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Background:

There are 52 villages in the Southwest Alaska Native Association Region. Of these villages there are:

12 with Head Start Programs

2 with SOS Montessori (Title I) programs (continued funding for two of these programs is in doubt)

5 with Children's Cache (Title I) programs (continued funding for two of these programs is in doubt)

11 with BIA Kindergartens

7 with SOS Kindergartens

1 with BIA Early Childhood program

4 with SWANA/ECD programs (continued funding for these programs is in doubt)

23 with no preschool programs

There are twelve villages with more than one preschool program (e.g. one kindergarten and one Head Start). The twelve villages with two preschool programs are:

Chevak	Head Start and BIA Kindergarten
Akiachak	Early Childhood and BIA Kindergarten
Emmonak	Head Start and BIA Kindergarten
Hooper Bay	Head Start and BIA Kindergarten

Kwethluk	Head Start and BIA Kindergarten
Kwigillingok	Head Start and BIA Kindergarten
Mekoryuk	Head Start and BIA Kindergarten
Mountain Village	Head Start and BIA Kindergarten
Nunapitchuk	Head Start and BIA Kindergarten
St. Mary's	Early Childhood Development and Kindergarten (independent school district)
Tununak	SOS Montessori and BIA Kindergarten
Bethel	SOS Kindergarten and Bethel Social Services Day Care Center

Bethel has a need for more than one preschool program because of the size and the population. In fact, it is one of the towns which needs more than two preschool programs.

There are 21 villages with no type of preschool program. The BIA has removed its Beginners program from all of its schools leaving an empty space in the beginning stages of the development of the child.

The villages with no type of preschool program are:

Akiak
Anvik
Atmautluak
Chuloonavik
Goodnews Bay
Grayling
Holitna
Kasigluk
Lime Village
Napamute
Newtok
Oscarville
Platinum
Quinhagak
Red Devil
Russian Mission
Scammon Bay
Shageluk
Sheldon Point
Stony River
Tuntutuliak

Of the 21 villages, there are requests for programs serving preschool age children from the following villages:

Anvik
Atmautluak
Goodnews Bay
Kasigluk
Napaskiak
Platinum
Eek
Quinhagak
Russian Mission
Scammon Bay
Shageluk
Tuntutuliak
Newtok

The following villages have teachers available upon approval of a preschool program:

Anvik
Atmautluak
Kasigluk
Lower Kalskag
Napaskiak
Newtok
Platinum
Quinhagak
Russian Mission
Tuntutuliak

Most of the villages have houses that need renovation to be used for preschool programs. The cost range would be from $1750 to $5000. Five villages have no housing to hold preschool classes and housing there would cost a bit more than the above figures.

Collected data on the villages cited above, oral communication, written questionnaires, village meetings, home visits, and agency correspondence and visits resulted in the following report and needs assessment for the Early Childhood Programs (see select correspondence from villages in the attachments).

Most of the villages are either totally or partially Eskimo speaking. In the past the children who are totally Native-speaking went into the classroom with no idea of the white culture, especially language. There has been no home-school continuity under the educational systems until the preschool education placed this in their guidelines. A few of the teachers in the villages are just beginning home visits, which really does not mean anything until the whole life aspect of the pupil is integrated into the different educational systems the student is forced into. There has been no Native input in the systems and whatever input is given does not result in any action on the part of the Education Agencies. The approach to Native studies has been a fragmented one - bits and pieces going down different chutes which mostly are directed to the edge of nowhere. Even now the studies or incorporation of Native Studies into the present all-white curriculum are very unsure since the funding is always in question and these funds are cut off for what reasons we are never given.

Preschool education is important. Since all aspects of the child must be taken care of, it is imperative to involve parents and community in this endeavor of promoting development of a village child.

An Eskimo child's home is quite different from that of a white child. These days an Eskimo child is expected to be a white child using white ways of education in a classroom. An Eskimo child of preschool age learns effectively by observation and his development and growth as a member of his society is not dominated by rules and restrictions.

Preschool education must also be a program to meet not only children's needs but also the needs of the other community members and agencies since they all have an effect on children's growth and development.

The children's development should include the Native way of life as it is, the school and the child's home are learning environments and should not be considered separate systems. Learning and development should encompass both the home and the school.

In villages, especially Bethel, where the English language has been the main language of the children, Eskimo speaking is shunned. Children who are bilingual are ashamed to speak their own language, and the children are appalled at a person speaking Eskimo in the school building itself. Along with the language, the Eskimo ways of living have become a source of shame for some children. They are ashamed to speak of anything "Eskimo" in school and outside of school except for accepted things in books, magazines, television, and other media materials, and these for the most part contain outdated and erroneous propoganda.

Children's Needs:

In order to identify needs and to make recommendations for meeting those needs, an ad hoc advisory structure was created as called for in the contract with SOS. The advisory board was composed of members of the Education Policy Committee of the Association of Village Council Presidents and one representative from each advisory school board in the region.

The needs were identified as much as possible by person to person contact with villagers. Home visits were seen as the best means; the visits were as informal as possible.

The children's needs that were identified and suggested means of meeting those needs are below.

1. To gain positive understanding of both ways of living, pupils' home culture and that of the white culture.

Means of Meeting the Need

a. Too often a child somewhere in his development process, loses sight of his culture as a good culture, therefore leading him to view himself and his people negatively. Both ways of living should be treated equally.

In preschool, everyday practices should be incorporated into the teaching and introduction of the white culture. Eskimo games, stories, resources, etc., should be incorporated into the system.

b. Use the first language of the children as a tool to communicate.

c. Introduce conversational English.

d. Reinforce good Eskimo behavior as well as white practices.

2. To develop a healthy attitude toward teachers, especially toward Native teachers.

Means of Meeting the Need

a. Provide students with open-minded, humanistic, and quality teachers. This could be accomplished by establishing effective courses to train ECD staff through regional higher education organizations. Many times the courses presented in large urban educational organizations do not provide the effective training required to produce good rural teachers. Prospective teachers need to have rural teaching experiences while they are acquiring course credits.

b. There should be provided a new teacher selection and deselection procedure wherever appropriate, i. e. recruitment and selection should be by different ECD agencies and the rural education boards. Deselection should be by the rural education organizations since they are the ones who know who is effective or not.

3. To stay healthy and to know how to take care of himself to prevent illness.

Means of Meeting the Need

a. Get resource people from the local level, especially the known medical experts and the parents, to teach their own people's health measures.

b. Provide visits by the Health Aide and give children simple instructions in health.

c. Provide a dedicated medical team to insure the highest medical services in all areas (i.e. glasses, hearing aids, psychological help, etc.).

4. To gain enough use of the English language to get by in first grade.

Means of Meeting the Need

a. A bilingual teacher to teach in areas whose main population is Eskimo-speaking.

b. Teaching materials relevant to the village and gradual introduction of other teacher materials would insure successful progress of a child instead of confusion of the child, which is inexcusable.

c. Face and mouth exercises to get the child used to movements of muscles not ordinarily used in speaking his own language. This would be a great asset in mastering unknown words and sounds that require muscles that are not necessary in his own communication.

5. To gain knowledge of learning tools used in a regular classroom.

Means of Meeting the Need

a. Create simple situations which makes it necessary to use simple equipment (i.e. blocks, toys, Eskimo story knives, etc.).

b. Make use of Native toys used in a home before introducing the learning tools used in a classroom and make Native toys a part of the everyday schedule just as blocks, toys, etc., are considered part of the classroom.

6. To become aware of different bodily functions.

Means of Meeting the Need

a. Physical exercises.

b. Creative acting. Acting out with tools activities involving forward and backward motion, sustained motion, motions involving above the trunk, below the trunk, etc.

c. Motor coordination activities.

d. Lap games, spacing and timing, what parts to use during certain everyday activities.

e. Simple instruction in anatomy.

7. To gain healthy communication relationship with peers.

Means of Meeting the Need

a. Organized and free play.

b. Creative drama to bring out or solve problems among children. In areas where there are totally Eskimo speaking children, this could be done in the children's first language.

c. Create structured activities where children are able to talk to each other (talk should not be limited to "free time").

8. To gain understanding of personal property and that of others.

Means of Meeting the Need

a. Incorporate into "mine" - "yours", the property value system of the community. In a village, a child learns from adults that the land and its game and plants are considered community property. He should also learn to share materials and treat borrowed materials with respect and good care.

b. Learn buildings used for community purposes.

c. Learn practices used by elder people concerning property and community values.

9. To gain proper attitudes towards learning.

Means of Meeting the Need

a. It has been apparent that preschool

children up to about third grade enjoy school, are creative, and very energetic on the whole. A lot of the children upon reaching fourth grade tend to lose their enthusiasm toward school and the process becomes something just done every day; the child does not regain the good attitude and his learning becomes stagnant and mandatory. Preschool education should provide the best possible fun-learning situations and not get locked up under the traditional idea of "school" in a certain building with a teacher-disciplinarian who has absolute authority over the education of the child. Education in the "school" concept is only one facet of preschool education.

10. To gain personal understanding of teacher-pupil relationship in and out of the physical plant of the preschool area.

Means of Meeting the Need

a. The teacher evaluates his children, why couldn't the students evaluate the teachers? In preschool, a child already has the preconceived notion of the role of a teacher from observation and interaction with other children undergoing the present educational systems. Since we have found out that traditional teachers are not the best kinds, creation of a preschool innovative teacher program is direly needed. The teacher-pupil attitude should be that of respect, friendliness, and unstructured reciprocity. This is done by friendly gestures, respect, communication with all members of the community, and participation of the teacher if the teacher is of a different ethnic background in practices of the child in his home and in his first language.

11. To acquire muscle coordination needed to operate effectively at home and in school and also in the community, at fish camp, and the berry camp.

Means of Meeting the Need

a. Organized physical games both in English and Eskimo. There have been some games used in villages that have been compiled and could be obtained.

b. Creative drama and apply it to the village situation.

c. Obtain information from the villages as to who is the expert on Eskimo methods to get young children ready to assume social responsibilities and apply these wherever and whenever appropriate. A person has to careful as to roles and activities that divide males and females since these are defined in the social customs of the people.

12. To gain hand-eye coordination to effectively be useful in the home and community and the school.

Means of Meeting the Need

a. Painting.

b. Story-knife stories for girls and boys' activities for boys.

c. Operating toys.

d. Proper dress-up for weather.

e. Building with blocks.

f. Creative drama.

g. Eskimo dancing with villages resources.

h. Guessing games to use his brains.

13. To gain necessary knowledge to follow directions.

Means of Meeting the Need

a. Rhythm exercises.

b. Eskimo group coordination games.

c. Any simple exercises that require children to follow directions.

14. To develop auditory skills.

Means of Meeting the Need.

a. Story-telling, video tapes, movies, filmstrips.

b. Eskimo history.

c. Land Claims Settlement stories put very simply.

15. To gain knowledge of the nutritional value of different kinds of food.

Means of Meeting the Need

a. Buy food from the villages to be the main nutrition part of the program, supplemented with the white man's food, if the village is willing to do that.

b. Education about the different foods' value along with simply feeding the children. This could be incorporated into the Native studies of the regular school system present in the village (i.e. have the boys make and set traps for different game and that way the food can be used both in the school and preschool, with the girls being taught how to cook and prepare the food that is trapped).

There are a lot of different possibilities for using village resources if cooperation was a common virtue of all people. Some of the above may not be applicable to some villages, so different alternatives would be open to the village people. They should be given as many options as possible and flexibility is needed at the staff level of the ECD programs so when one thing does not work, the staff could try other things to meet their children's needs. The child here is the most important factor and his needs must be met in order to accomplish what a lot of agencies have been trying to do for ages. Policies are made, in many cases, to meet administrative and program needs, and not made to meet the pupils needs.

The evidence SWANA will look for to confirm that the above needs are being met by the present preschool programs are:

1. The child's adjustment when transferred

to regular classroom systems will be better than before.

2. There will be better communication among child, peers, and teachers.

3. There will be agency resistance.

The following villages are ones that SWANA regards as high priority villages for implementation of a preschool program that meets all or most of the needs identified. The villages are listed in alphabetical order.

1. Akiak
2. Anvik
3. Atmautluak
4. Chuloonavik
5. Goodnews Bay
6. Grayling
7. Holitna
8. Quinhagak
9. Kasigluk
10. Lime Village
11. Napamute
12. Newtok
13. Oscarville
14. Platinum
15. Russian Mission
16. Red Devil
17. Scammon Bay
18. Sheldon Point
19. Stony River
20. Tuntutuliak
21. Shageluk

Those priority villages listed above identified the same children's needs, with the exception of 7 villages (Chuloonavik, Grayling, Holitna, Lime Village, Russian Mission, Red Devil, and Stony River) that did not identify the child gaining enough use of the English language to get by in first grade as a need.

Evaluation of Existing Programs and Recommended Revisions:

The programs visited failed to utilize resources available locally, such as the Eskimo Games, stories and other materials. Development of training materials for the Early Childhood program was not done locally. The professional trainers' knowledge and experience was limited due to their cultural backgrounds, which was different from that of the villagers.

The training that has been offered has, at best, been tokenism since the trainers failed to appreciate the abilities of the para-professionals resulting in "watered down" versions of training, which often failed to meet the needs of the staff.

The training offered apparently had no relationship to the educational and professional goals of the staff. The possibility of building career ladders with and for the para-professionals has not been offered. For the educational and professional goal to be met the para-professional training should have a curriculum developed which provides the para-professional with tools in the classroom that are related to the needs of the preschool children and should have faculty that are familiar with and live in or near the home communities of the students.

The Kuskokwim Community College has the capacity to develop an Early Childhood Development Core and possibly an associate of Arts degree and Bachelor of Arts degree which would fulfill all the above criteria. KYUK radio and TV could be utilized to offer this training on-site in all of the villages in the region.

The training workshop courses have been conducted by professionals from the "outside". As a result, one sees little evidence of incorporation of the rich cultural heritage of the Eskimo inside the classroom. One classroom visited by SWANA staff was covered with pictures of irrelevant objects. There was not a picture of the everyday and seasonal activities of the children themselves or of their families.

Head Start and School Board staffs appear to be ineffectual since they have not received training or proper support and are therefore unaware of their powers, duties and responsibilities.

There are some communities which have more than one Early Childhood program. Often the goals and methods of the administering agency of these programs are conflicting with that of the agencies own local boards, e.g. eligibility criteria. It is possible that these conflicts affecting the community, the family, and the child before that child enters the first grade, may create more problems than it solves.

There is no attempt to utilize foods available locally which have nutritional value. Rather, there is emphasis in the purchase of foods from outside rather than purchase of some items from the villagers.

Provision of health, dental care, testing of sight and hearing is not effective. Proper follow-ups are not provided. The need for coordinating and utilizing existing resources is needed immediately. There are health practices in the communities that are effective and these should also be utilized.

Problems and Recommended Solutions:

The above cited operating practices would appear to ensure insufficient and minimal efforts of promoting growth and development of the preschool child. If federal and state agencies truly accept their responsibilities for assisting our villages then it is urged to seriously consider allowing for self-determination by assisting SWANA in the creation of an Early Childhood Program on an ongoing basis and also assist in the development of an Early Childhood course of study at the Kuskokwim Community College. The following are specific problems that were identified and proposed solutions to those problems.

1. Communication between regular classroom teachers and ECD staff is lacking. There is a problem of closed communication and a need for open communication in order to have a working relationship and school continuity. A possible solution would be to have regular staff meetings among ECD staff from different programs and the regular classroom teachers and boards. For a village of a relatively small population there should be one board for all the education agencies present in that village. The staff office in Bethel, if continued, would alleviate this problem since they are bilingual and have lived in the villages. There would be constant feedback and idea exchanges among the preschool programs in the different villages, too.
2. Early Child Development services are unnecessarily duplicated in some instances, as reflected in the citation of those villages having more than one program. There are too many agencies with too many different policies trying to do the same thing

in different villages with different ECD programs. These do not consider meeting the children's needs as the primary goal of the different programs. The policies made have been to fit the administration's needs and not to meet those of children at the village level. There is the problem of non-coordination of the different programs existing in the villages among themselves. This is also true on the administration level. One general application for request of ECD services in villages where no programs exist should be processed through a regional office with an interest of the people it serves. A gradual transfer of preschool education should take place as the regional organization gets more expert and independent. Since there are some villages with two or more ECD services, there should be a plan to place all preschool programs under one physical plant in the village, with no age requirements except an age range such as from three to five years old to be eligible for this one preschool program. In this way, a lot of duplication would be eliminated and would save some funding on the whole. Part of the solution would be if the villages support the staff office to slowly take over the operation of the different preschool programs in the region. The different agencies receiving funding to operate preschool programs do not realize and are doubtful that our own people can take care of our ECD programs.

3. There is no follow-up on ECD children who enter a regular classroom. In cases of efficient preschool programs there have been instances of regular classroom teachers stating that the "children knew too

much". The pupil should not be the one to suffer because of the low level of educational quality now present in a lot of the regular classrooms. There is a need to follow-up on ECD children who enter a regular education system so there is no repetition of already learned skills or destruction of already learned good attitudes.

4. There is the problem of non-community involvement where ECD programs exist. For a circular-communication set-up there is a definite need to involve the community members constantly. This way the misunderstandings that arise out of situations will almost be eliminated. The staff also has to have a constant communication set-up to insure efficient and prompt aid in the different communities.
5. Many of the kindergarten teachers are non-Native speaking. Many do not relate to the background of the children in the villages. There is a need to have a bilingual teacher who has capabilities to translate new concepts to the ECD children. This person should be able to integrate different areas of development of the child and thus make the child's development a natural continuous one in the village situation.
6. The curriculum is not relevant to the child's village situation. There is a definite need to make the curriculum relevant to the child's village and home life since a child at preschool level learns rapidly and has less chance of losing his cultural background if it is positively reinforced.
7. The teachers of ECD programs are not properly trained. If they are trained, the training is not adequate and it is offered only in urban areas. Having to travel to

the cities to secure training creates personal difficulties for rural people.

8. There are policies in preschool education which tend to restrict flexibility and inhibit freedom of choice in the villages. Most of the programs are administered outside of the region and not in the region and in the villages. Most of the programs are just "placed in the villages" and are just "doing their jobs".
9. The administrators of the different ECD programs do not respond readily and swiftly when problems arise. The villages' staff members have to wait and wait for action to be taken by the administrators. The administrators should have foresight and should know their villages well.
10. The different preschool programs are mostly "education" and "schooling" in nature. The programs should provide opportunities to the children to explore and experience the world around them in fun-loving situations. The children should be exposed to the concept of "school", but not in a threatening manner.
11. Top administrators do not listen to the requests of the village boards. Requests from different villages through their school boards are often heaped to a file of "sorry, no funding available this year". The next year the same answer is given, thus provoking the suspicion that most administrators do not delve into all possible resources that are available. Nor do the administrators seek more information from requesting villages which would put backbone to the proposals for funds they supposedly are seeking.

Recommendations: Summary

In order to provide improved services to the young children of this region we propose the following:

1. Establish SWANA Early Childhood Development staff and office on a permanent basis to fulfill the functions now fragmented by the State Operated Schools, Bureau of Indian Affairs, and RurAL CAP. (See the charts graphically portraying the present fragmentation of early child development services and a proposed alternative structure at the end of this section. See attachments for projected budgets for the proposed SWANA Early Child Development Office.)

   The Early Childhood Development staff would address the problems discussed in evaluation of existing programs by serving as a family and child advocates achieving coordination with agencies, devising methods to strengthen families and communities and assisting Kuskokwin Community College in the development of The Early Childhood Development Curriculum. The staff would serve as advocates of young children and their families by ensuring that agencies responsible for providing services are responsive to their needs and act in their best interests, by use of the media to reinforce cultural heritage and ensure that use of the Eskimo language and Eskimo customs be integrated into the Early Childhood Development systems.

   As stated before, the services provided by agencies are fragmented and sometimes duplicated. The SWANA ECD staff would accept responsibilities for maximizing utilization of the services available.

Families and villages will be strengthened by providing training on school board and other boards' functions, by assisting in combining programs when requested, by encouraging use of foods and materials from the homes in the classrooms.

The SWANA ECD staff would include the director, fiscal manager, five Early Childhood Specialists (including specialists and generalists) and two secretaries.

2. Establish Kuskokwim Community College as the center for the development of Early Childhood Development curricula for our region.

   There are many reasons for utilizing Kuskokwim Community College for the development of this curriculum. Among the potential resources are: The opportunity for the communities to have input in the design of courses, the availability of possible faculty from the service agencies, the availability of bilingual staff, the availability to the college and to the community of bilingual radio and television stations, and the possibility of developing an Early Childhood course of study truly reflective of the needs of this region. Most important, a course readily accessible to people in the region could provide career ladder opportunities for those interested.

   The Kuskokwim Community College is in the process of developing courses of study for para-professionals in early child development and also in areas of counseling, health, social services, and community organization, so that a variety of courses relating to the students' interests and needs will be available.

3. Training of local and regional school boards is absolutely necessary. The training should not be a half-hearted training course given by persons with important certifications, who have no knowledge of village life. The persons providing the training should be familiar with all the different school programs as they are implemented in the villages, rather than the way the manuals on the shelves in different offices say the programs should be run. The training provided should cover all education programs from preschool to Adult Basic Education, as well as the functions of a school board.

   SWANA Early Childhood staff, who are bilingual, have the ability to relate to the villages as well as the ability to draw from resources outside the region and are ideally situated to assist in curriculum development.

   Since there is no funding available this late in the year - and since village people have been conditioned to work for pay - the following plan of action for immediate implementation is proposed by the SWANA ECD office:

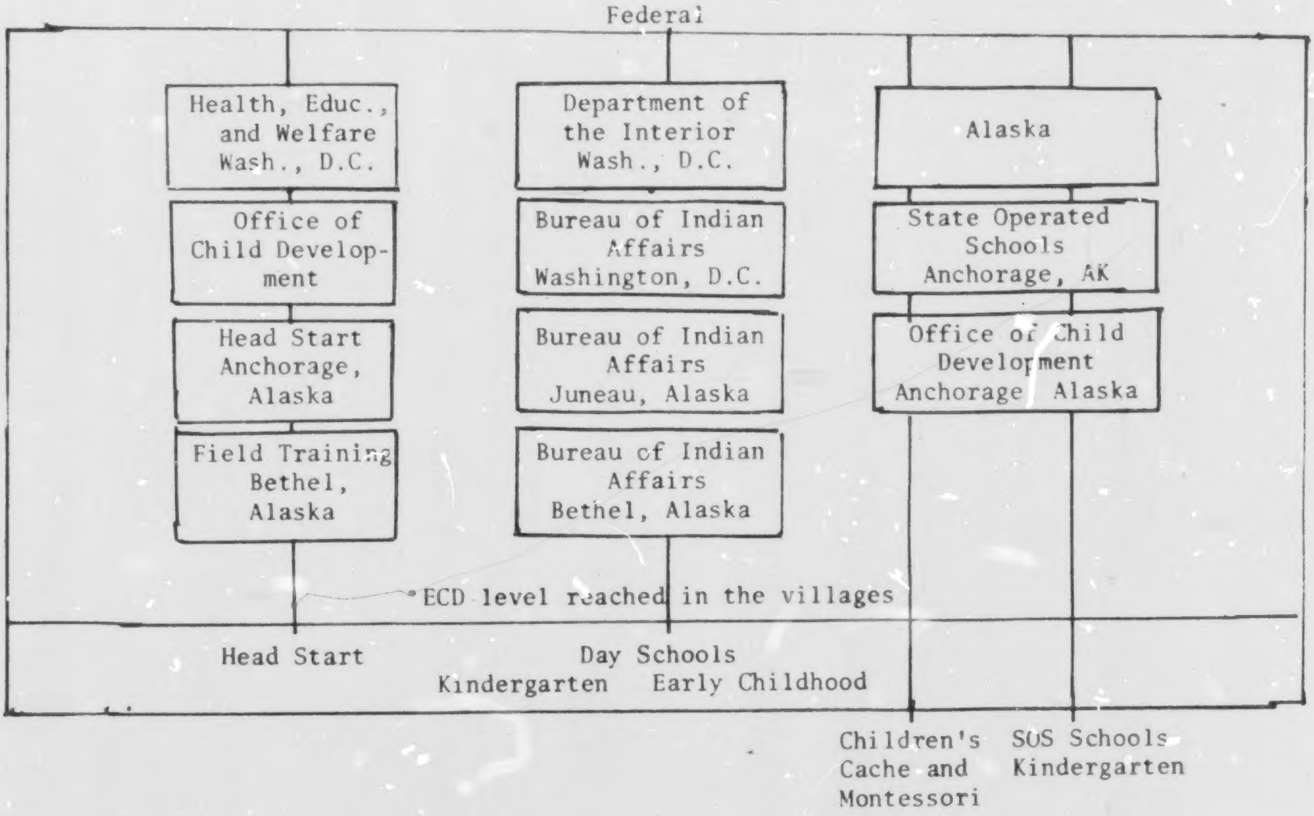
a. Inform villages with no preschool education concerning the no funding fact.
b. Provide technical assistance if villages want to run their own preschool programs, using village sources and limited village funding, or if a non-profit organization has been formed and limited funding can be set aside from the profit making municipal corporation.
c. Encourage and help Kuskokwim Community College to start the ECD training programs so villages with no preschool will be equipped with trained teachers who should get their teaching certificates during the experience-schooling process.

d. Continue and maintain the four existing SWANA preschool programs at Upper and Lower Kalskag, Kongignaek and Tuluksak.

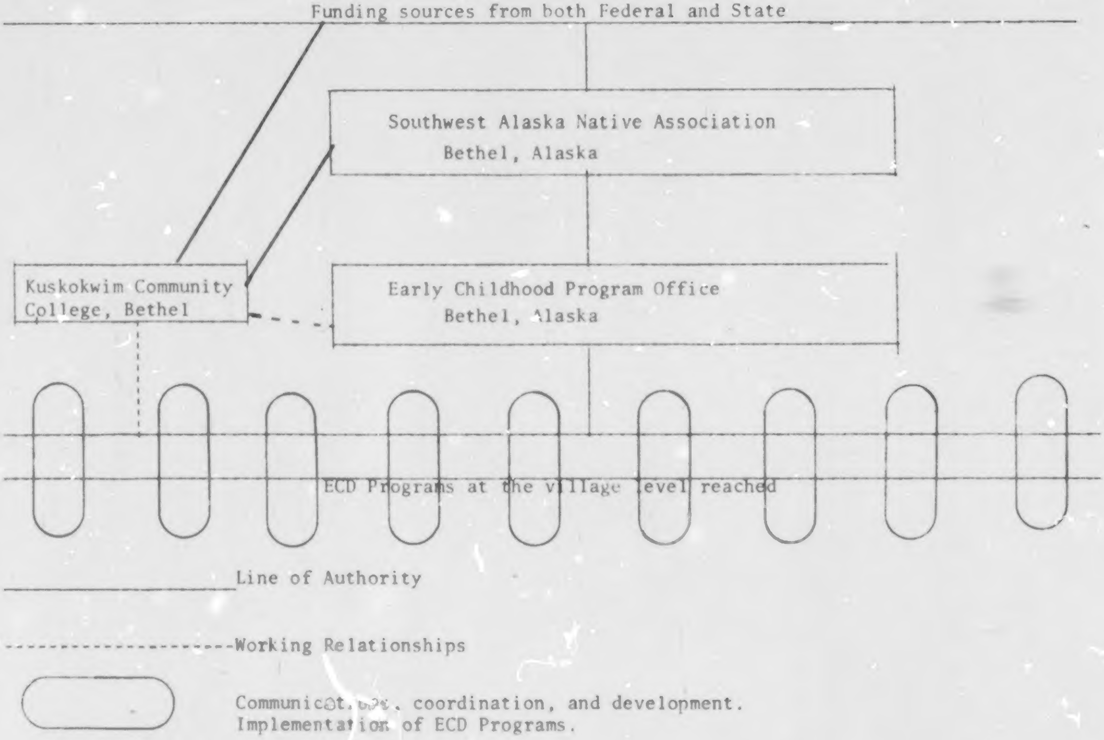
When a good thing is offered to the decision-making bodies of the agencies serving the people, it takes a long time for the recommendations to be implemented, but when those bodies want to make a deliberate mistake it takes five minutes.

Note: This simple paper is always in constant revision as input, ideas, and improvements are communicated to the office of SWANA Early Childhood Planning Program.

Present Fragmented ECD Services


Federal
Health, Educ., and Welfare Wash., D.C.
Office of Child Development
Head Start Anchorage, Alaska
Field Training Bethel, Alaska
Department of the Interior Wash., D.C.
Bureau of Indian Affairs Washington, D.C.
Bureau of Indian Affairs Juneau, Alaska
Bureau of Indian Affairs Bethel, Alaska
Alaska
State Operated Schools Anchorage, AK
Office of Child Development Anchorage Alaska
ECD level reached in the villages
Head Start
Day Schools
Kindergarten
Early Childhood
Children's Cache and Montessori
SOS Schools Kindergarten

PROPOSED FUTURE STRUCTURE FOR ECD


Funding sources from both Federal and State
Southwest Alaska Native Association
Bethel, Alaska
Early Childhood Program Office
Bethel, Alaska
Kuskokwim Community
College, Bethel
ECD Programs at the village level reached
Line of Authority
Working Relationships
Communications, coordination, and development.
Implementation of ECD Programs.

ATTACHMENTS

Included as attachments are projected budgets for the SWANA regional office (maintenance and optimum), a half-year maintenance budget for the four ECD programs currently operated by SWANA, and a model budget for the average village ECD program.

Also included is select correspondence from villages in the SWANA region that state specific needs for early child development programs and recount past impediments in getting the needs met.

BUDGET FOR PROPOSED REGIONAL ECD OFFICE

1. PERSONNEL

Project Director	$18,948/yr	
Assistant Director	17,592/yr	
Field	14,400/yr	
Field	14,400/yr	
Field	14,400/yr	
Secretary	10,512/yr	
TOTAL PERSONNEL		$90,252.00

2. TRAVEL AND PER DIEM

Staff

Member Villages @ $100 visit x 27	$ 2,700.00	
Per Diem @ $30 per visit x 27 x 5	4,050.00	
Bethel-Anchorage @ $120/ea x 10 trips	1,200.00	
Per Diem @ $30 x 10 trips x 5	1,500.00	
Group Meetings @ $100 x 27	2,700.00	
Per Diem @ $30 x 27 x 4	2,440.00	
TOTAL TRAVEL AND PER DIEM		$14,590.00

3. CONTRACTUAL SERVOCES

Consultants	$10,000.00	
Rent @ $500/mo x 12	6,000.00	
TOTAL CONTRACTUAL SERVICES		$16,000.00

4. EQUIPMENT AND SUPPLIES

Equipment	$ 5,000.00	
Supplies/Printing/ Communications	5,280.00	
TOTAL EQUIPMENT AND SUPPLIES		$10,280.00
TOTAL		$131,122.00
3% OVERHEAD		3,933.66
TOTAL		$135,055.66
FISCAL MANAGER		15,000.00
GRAND TOTAL		$150,055.66

HALF YEAR MAINTENANCE BUDGET
for
CURRENTLY OPERATING SWANA PROGRAM*

1. PERSONNEL

Village teachers, 7 members @ $4.84/hr, 4 hrs/da, 5 da/wk, 18 wks.	$12,196.80	
Janitors, 4 members @ $3.50/hr, 2 hrs/da, 5 da/wk, 18 wks.	2,520.00	
FRINGE BENEFITS 10%	1,471.68	
TOTAL PERSONNEL		$16,188.48

2. TRAVEL AND PER DIEM

Village teacher workshop travel, 2 mtgs @ $50 ea	$700.00	
Per Diem		
Local workshops 4 da, $30/da	840.00	
Consultant		
Travel and Per Diem	$1,000.00	
TOTAL TRAVEL AND PER DIEM		$2,540.00

3. CONTRACTUAL SERVICES

Rent @ $280/mo x 4 mo	$ 960.00

4. EQUIPMENT AND SUPPLIES

Equipment	$ 405.20	
Supplies/Printing/ Communications	2,194.80	
TOTAL EQUIPMENT AND SUPPLIES		$ 2,600.00
TOTAL		$22,288.48
5% OVERHEAD		1,114.42
GRAND TOTAL		$23,402.90

*The 4 existing SWANA/ECD programs are in Tuluksak, Kongiganek, Upper Kalskag, and Lower Kalskag.

MAINTENANCE BUDGET FOR SWANA/ECD OFFICE

January, 1973 - June 15, 1973

1.	PERSONNEL		
	Project Manager @ $18,948/ yr (5 1/4 mo)	$ 8,290.00	
	Research Ass't. @ $17,592/ yr (5 mo)	6,597.00	
	Secretary @ $876/mo x 5 mo	4,380.00	
	FRINGE BENEFITS 12%	4,024.00	
	TOTAL PERSONNEL		$23,291.00
2.	TRAVEL AND PER DIEM		
	Staff		
	Member Villages @ $100 per visit x 32	$ 3,200.00	
	PerDiem @ $30/da x 2 x 32	1,920.00	
	Advisory Group Meeting Travel & Per Diem	2,500.00	
	TOTAL TRAVEL AND PER DIEM		$ 7,620.00
3.	CONTRACTUAL SERVICES		
	Rent @ $300/mo x 5 mo		1,500.00
4.	SUPPLIES		2,200.00
	TOTAL		$34,611.00
	5% OVERHEAD		1,730.55
	GRAND TOTAL		$36,341.55

MODEL SINGLE VILLAGE BUDGET*

1. PERSONNEL		
Village Teachers- 2 teachers $4.84 hr, 4 hrs/da, 5 da/wk, 36 wk x 2	$6,969.60	
Janitor - 2 hrs/da, $3.50/hr, 5 da/wk, 36 wks.	1,260.00	
FRINGE BENEFITS 10%	822.96	
TOTAL PERSONNEL		$9,052.56
2. TRAVEL AND PER DIEM		
Village Teachers Work Session: 2 mtgs @ $100 ea trip, ea teacher	400.00	
Per Diem: 2 local work sessions, 5 da ea @ $30/da x 2	840.00	
Consultant Services: Travel and Per Diem	1,760.00	
TOTAL TRAVEL AND PER DIEM		3,000.00
3. CONTRACTUAL SERVICES		
Rent @ $75/mo x 9		675.00
4. EQUIPMENT AND SUPPLIES		
Equipment	1,435.00	
Supplies/Painting/Communications	1,000.00	
TOTAL EQUIPMENT AND SUPPLIES		2,435.00
TOTAL		15,162.56
5% OVERHEAD		758.13
GRAND TOTAL		$15,920.69

*Grand total would be multiplied by 24 to take care of our villages presently serviced ($382,096.56).

January 30, 1973

TO: Headstart Co-ordinator
Elizabeth Beans
Bethel, Alaska

FROM: Mrs. Betty Huffman
Principal teacher-Goodnews Bay

SUBJECT: Starting Head start

We have asked several times for headstart to be started in our village. We have no preschool program at all--no headstart, no kindergarten and no beginner grade, so it is very hard for the little ones here to start off as first graders. We would like very much to hear from you about a plan to start your program here, please let us know if it will be possible for next year. Let us know also if it is not possible so that we can try to plan our next years program. Thank you for considering us in your plans.

Sincerely yours,

B. Huffman
Principal teacher
Goodnews Bay, AK 99589

Mekoryuk Head Start
Mekoryuk, Alaska
February 26, 1973

Southwest Alaska Native Association
Early Childhood Development Program
P.O. Box 572
Bethel, Alaska

Dear Director (ECD Program);

Enclosed you will please find the copies of the pre-enrollments I made of the preschool children here at Mekoryuk. There is a total of fourteen children, out of which there will be only seven eligible for the Head Start program.

Using the OEO poverty guidelines I find that there are seven children eligible and seven others that will not be eligible to be in Head Start mainly due to the income of their parents.

Should a child be turned away from an education that is rightfully his because of his relatives income or someone elses fault? I think not. But this is what I think is going to happen for the next school term.

But what I really wrote this letter for is to see if our village is eligible to recieve some funds from your organization to have an Early Childhood Development Program.

I have not recieved any word about having a Head Start program here or whether we are eligible but knowing and having read the guidelines of the program I know that we are not eligible.

I will wait for your immediate reply.

Sincerely,

Jobe Weston
Teacher-Director

cc: Mekoryuk Policy Advisory
Committee;
Grace Pomeroy-Field Training Supervisor
Drawer 412; Anchorage

John Sharp
Quinhagak

No. of Children

Born in:

Year	age(yrs)
1972 - 8*	0
1971 - 7.	1
1970 - 10.	2
1969 - 8.	3
1968 - 4.	4
1967 - 7.	5

* Total school enrollment approx. 104.

The school board and the school staff have requested a kindergarten program here for several years. Two years ago we recieved a letter promising to be placed in top priority however little was done. Again last year we requested a kindergarten for our school in our Program Planning and Evaluation. We've heard nothing on this - even after several requests. We had 37 first graders at the beginning of this year and have lost 4 due to families moving. We have the Bilingual Program which is very effective thus far however school children are not prepared for school when they come at age 6 and this often holds them back a year and sometimes two. The elimination of beginners is only a paper and merely doubled the enrollment of 1st graders - those with 2 years and those with 1. About the only thing this elimination does is to improve the arguments in favor of early childhood education.

We need a place to hold our Early Childhood Education classes. Most promising of any building is the Armory - the school is already overly crowded and we have had to double up in classrooms.

Arguments for Armory - Large
most often unused
heated.

Against - Distance from some parts of
the village. Inadequate.
Boardwalk.

Tanana Chiefs Conference
102 Lacey Street
Fairbanks, Alaska 99701

For the first time, an agency providing services to people in the Tanana Chiefs Conference is asking those people about the needs of their children and is soliciting their recommendations about how to solve those problems. The agency is Alaska State-Operated Schools. Tanana Chiefs Conference represents about 8,000 people living in 42 villages in an area nearly the size of Texas.

In June, 1972, Tanana Chiefs Conference signed a contract with Alaska State-Operated Schools. The intent of the contract was to establish a cooperative arrangement for designing Early Childhood Development programs. The contract was to initiate a planning process that would result in moving education and all other aspects of Early Childhood Development closer to the people served, and to insure orderly progress toward that end. Through this contract, village school boards and parents would be responsible for approving what is planned and proposed for implementation on the local level.

We started traveling to villages in July. Because people were away from their villages fire fighting or in a fish camp, our schedule was changed, and most villages were visited after the middle of August.

Needs were identified by Tanana Chiefs planning people through interviews with parents and community members, through community meetings and at meetings of the four Councils for Young Children.

1. Parents in the Tanana Chiefs region recognize the need to preserve the "unity" of each child in relation to his family and his community, thereby

insuring a meaningful value system. The responsibility for children has been taken away from their parents by the schools. The value system at home is different from what they learn in school. Parents don't have a say so in what happens to their kids in schools. Teachers don't visit homes, and parents don't feel comfortable visiting school.

2. Parents know that their children must be able to cope with many cultures. They need to learn to cope with village life and city life. Too many people feel guilty and anxious and don't know where they belong. Children need to learn to be comfortable and "at home" wherever they live. Many adults now don't know their Native language or the old sayings and old ways so they can't pass them on to their children--it appears that the unique Athabascan cultures are dying. Every adult in this region who does not speak or understand his Native language feels that lack deeply, and does not want his children to feel that lack.

3. A good self-image is necessary for everyone. Villages are dying out because young people are not returning to their homes after they go to high school outside their village. Those who do return too often can't cope with either culture and turn to drugs or alcohol. Children need to understand where they come from and like and appreciate it. If people feel good about themselves and who they are--Indians--they can accept other people.

4. Children need to be able to communicate, both verbally and non-verbally. Too many children in this region are unable to speak "good" English or "good" Athabascan or they can't speak or understand Athabascan at all. Villages are isolated, and communication with the world outside the village is often non-existent. Children in school cannot read as well as they should. Some children are unable to tell their parents what they are happy or unhappy about.

In order for their families to survive, many men are gone from their homes too much to teach their children their values. Communication between a parent and his child enhances their relationship, and they can learn from each other.

5. Parents' sense of responsibility for their own children must increase. No one ever consults the parents about what the children should learn in school. In the Alaska State-Operated School System, parents, as members of advisory school boards, can only advise. Lines of responsibility in the school system are worse than vague. There is the main office in Anchorage, there are regional superintendents in the field, there are teachers in the schools. People in the villages do not know what recourse they have if a bad teacher or administrator is thrust upon them. Information from the head of the system does not get filtered down to the teachers, who, in most cases, can do as they jolly well please.

6. Parents need to learn the skills to manipulate the system. People don't know how to get electricity, telephones, a high school, etc. for their village. Parents don't know how to exercise political action -- get up petitions, send letters and telegrams, and to whom, contact State and U.S. Representatives and Senators, and MAKE SURE that they are heard. People need to learn how to get what they and their children need and to bury their fear of speaking up and telling what they think.

7. The needs of every child must be met. Villages don't have access to money, materials, personnel, or facilities to provide for their children's needs. Children of families above OEO poverty guidelines cannot participate in some preschool programs, although the guidelines are recognized by everyone in the State as discriminating against Alaskan residents, especially people in the villages. Even

where there is a volunteer-run program, some children can't attend because their mother can't afford to hire a babysitter for younger children so she can participate. Children are not cared for as well as they should be because parents who work outside their homes cannot find quality child care services in their villages.

We felt that any advisory structure we would set up must include a representative from each village. A 40+ member group would not be able to work effectively on the things we wanted to accomplish. The region was divided into four sub-regions along old cultural and geographic lines. This division is also used in the Tanana Chiefs proposed plan for the delivery of health and social services. The centers of the sub-regions are Galena, McGrath, Tok, and Fort Yukon. The villages participating in each of the sub-regional Councils for Young Children are listed below:

GALENA: Ruby, Tanana, Koyukuk, Kaltag, Nulato, Hughes, Huslia, Allakaket, Alatna, Bettles Field, Galena, Manley Hot Springs.

McGRATH: Anvik, Shageluk, Grayling, Holy Cross, McGrath, Telida, Takotna, Nikolai.

TOK: Northway, Tanacross, Dot Lake, Minto, Nenana, Cantwell, Tok, Tetlin, Eagle.

FORT YUKON: Venetie, Chalkyitsik, Arctic Village, Stevens Village, Birch Creek, Beaver, Circle, Rampart, Fort Yukon.

Since the Councils were ad hoc organizing groups, School Boards and Village Councils were asked to choose one person to represent their village. The representative could have been a school board member or any community member. We suggested that at the next school board meeting a member would be designated as their Council for Young Children representative.

Many representatives were chosen during community meetings held with Tanana Chiefs planning people. In some cases, a representative was chosen by a Village Chief or School Board Chairman just before their Council meeting was to begin.

There are four basic purposes and goals for these Councils:

1. Coordinate other agencies.
2. Provide true consumer representation.
3. Provide continuous feedback to consumers.
4. Ensure that recommendations are given proper consideration.

For all the meetings, the first day was spent in organizing the group and discussing the project and the general needs of children in the sub-region. The second day included presentations of various agency representatives who told the group what their agency was doing and planning to do.

The McGrath area Council for Young Children meeting was held October 23 and 24. The following villages were represented: McGrath, Nikolai, Telida, Shageluk, Anvik, Grayling, and Holy Cross.

The following agencies or service organizations were represented: State-Operated Schools, State-Operated Schools Office of Child Development, Public Health Nursing, Boarding Home Program, Adult Basic Education, Health and Social Services-Division of Family and Children Services, BIA Social Services.

The Galena area Council for Young Children meeting was held November 8 and 9. The following villages were represented: Galena, Huslia, Allakaket, Alatna, Bettles Field, Koyukuk, Nulato, Kaltag, Tanana, and Ruby.

The following agencies or service organizations were represented: State-Operated Schools, Public Health Nursing, Boarding Home Program, Koyukon Development Corporation, City of Galena, Tanana Chiefs Conference/Doyon Ltd.

The Fort Yukon area Council for Young Children meeting was held November 8 and 9. The following villages were represented: Fort Yukon, Arctic Village, Birch Creek, Circle, Chalkyitsik, Beaver, Stevens Village.

The following agencies or service organizations were represented: State-Operated Schools, NIAAA Alcoholism Program, Upper Yukon Community Development Corporation, Public Health Nursing, and Alaska Rural Teacher Training Corps.

The Tok area Council for Young Children meeting was held November 16 and 17. The following villages were represented: Tok, Northway, Tetlin, Tanacross, Dot Lake, Nenana, (Cantwell represented by the primary teacher), Rampart (wasn't able to go to Fort Yukon meeting), Manley Hot Springs (wasn't able to go to Galena). Healy, Brown's Court, and Anderson are not villages in the Tanana Chiefs Conference, but SOS staff from those towns participated in the meeting.

The following agencies or service organizations were represented: State-Operated Schools, Boarding Home Program, United Crow Band, NIAAA Alcoholism Program.

Evaluation forms for the meetings were sent to people attending the McGrath and Fort Yukon meetings and were distributed at the Galena and Tok meetings. A copy of the form is attached.

Regionwide, the most prevalent problems for village people include those of communications of all kinds, from agencies-village to parent-child, and those of education, from preschool through courses for adults.

I. Problems in Communication

A. Village and outside world.

The people of the Tanana Chiefs region recognize that the present methods of communication in the region are, for the most part, totally inadequate and, in some cases, virtually non-existent. The communications system is roughly as follows:

1. Some villages have telephone; most do not. People from at least 13 villages have expressed their need for telephone service.

2. Only 9 villages can be reached by road, and in the winter roads to two of these are closed. Most are accessible only by plane, boat or snowmachine.

3. Some villages have two-way radio communication, but, because of weather conditions, the radios cannot always work. At least 12 village representatives say they need radio communication or improved radio communication.

4. Most villages have post offices, but not all villages do. Telida and Chalkyitsik are two examples of communities which have expressed the need for a post office. There are many inequities in the postal system.

5. Most villages receive mail only once or twice a week (weather permitting). Even at that, mail service is often grossly inefficient: It took 33 days for a letter sent from Copper Center to arrive in Northway. Frequently, people in Galena receive two month old magazines, while smaller villages down river get better mail service.

6. Ten villages have satellite radio on an experimental basis, but most do not. The satellite now being utilized for health and educational communication was supposed to "die" three years ago, and may just quit at any moment.

It is evident that communication for the region (as well as most of the rest of the state) presents major problems for village people; local governments, village councils and school boards; government agencies; and other organizations, such as Tanana Chiefs. There is certainly no communications "system" in the region, and the methods currently employed allow at best for a haphazard and time-consuming approach for communication among people unless they happen to be in the same village.

The frustrations involved in attempting communication in the Tanana Chiefs region might best be explained by using the delivery of health care as an example. At the village level most health care is provided by the village health aide--a para-professional with limited training. Not every village has a health aide. Those villages expressing a need for a health aide include Dot Lake, Minto, Northway, Tanacross, Tok, Bettles Field, and Fort Yukon. The health aide depends on the support of doctors in Tanana, Fairbanks, Anchorage, and Bethel in order to give adequate health care. However, the health aide, in most cases, can contact the doctor only by radio--which may or may not be working due to atmospheric conditions. (Note: 14 village health aides in the Tanana Chiefs region have been participants in the Lister-Hill Satellite Radio Experiment which has given better radio communication to the villages, but it is available only at certain times of the day. Also, as previously stated, the satellite's service may stop at any time.)

> "We need some kind of communication for emergency cases. As of now we are on the satellite program, but we heard they are taking that away too. So now we wait and die in the village."
> (Alatna and Allakaket representatives)

The problems with this system are as follows:

1. The health aide may not be able to reach a doctor in an emergency.

2. Even if the health aide can talk to a doctor, weather may prevent the patient from being moved by plane.

3. The patient has no direct communication with his doctor.

4. The doctor does not get to see his patient and has to "guess" at diagnosis and treatment from the too often limited information the health aide can give him.

Even when a doctor or nurse or other professional medical person visits a village, their seeing a patient face-to-face does not solve all the problems. People are basically satisfied with the frequency and duration of nurses' visits. Most of the Public Health Nurses working in the region work well with the local health aides, and, depending on their level of training, the nurses are giving them more responsibilities during the nurse's visit and afterward. Nurses are engaged primarily in preventive services, while the health aides are for day-to-day health care. Both nurses and health aides are saying they want to do much more in health education.

Villagers feel differently about the doctors who come. Doctors are supposed to visit each village twice a year for about two days. Some of the people's comments are the following:

1. "We need a doctor to visit the village at least twice a year." (Holy Cross representative)

2. "When you store up your medical problems for a year or more, you need more than five minutes with the doctor." (McGrath representative)

3. "Sometimes people need to see the doctor alone, without the medical aide." (Nikolai and Telida representatives)

4. "Refractions should be done in the village at least once a year; otherwise they only call kids in when their eyes are bad enough to hinder them in school." (Shageluk and Grayling representatives)

5. "Doctors notify us of pending visits but they never come. We hear from McGrath or by word of mouth that we must go to McGrath. People have to pay their way into McGrath to see the doctor. Never do see a dentist. The nurse makes regular visits." (Takotna representative)

6. "We badly need a dentist to come in." (Manley Hot Springs representative)

7. "We are concerned about the youth and lack of training of PHS physicians. We need more communication about what we're getting in terms of quality medical care." (Bettles, Ruby, Huslia representatives)

8. "We need better doctors, not interns. The doctors should really explain to the people about their children and people's problems. No more of that letter writing from doctors saying you're being sent to so and so hospital without an explanation." (Fort Yukon, Arctic Village, Beaver, Circle, Birch Creek, and Chalkyitsik representatives)

Given the totally inadequate communications system described above, how do people at the village level communicate with people outside the village?

1. The chief form of communication is by mail. The disadvantages of mail are the following:
    a. It is usually slow and unreliable.
    b. It is useless if information is needed immediately (medical emergencies, etc).
    c. Many letters written by people from outside the village are not understood because of cultural, educational, and linguistic differences; and, therefore, many requests go unanswered.
2. Short wave radio is another means of communicating. The disadvantages of this system are the following:
    a. It is often unreliable because of atmospheric conditions.
    b. It is available only to certain people in the village, usually the health aide and the teachers.
3. Satellite radio is now being used. The disadvantanges are the following:
    a. It is available only in certain villages.
    b. It can be used only at particular times of the day.

4. The telephone is probably the most effective means of communication, particularly for those situations requiring only a live contact (medical assistance, agency requests for information, etc.). The major disadvantages of this system are the following:

   a. It is not available in every village.
   b. Phone service in the rural areas is not always reliable where it does exist.
   c. Phones can be expensive and many people in villages and/or village governments can not afford them.
   d. Electricity is needed for a telephone to operate. Many villages do not have a village-wide source of electricity.

5. Newspapers and newsletters (River Times, Tundra Times, Fairbanks Daily News Miner, Anchorage Daily News, Anchorage Times, and agency newsletters) are used to communicate with the village people. The disadvantages are the following:

   a. Not everyone living in villages can read.
   b. This is essentially a one way system, bringing information into the village but not allowing villages to communicate with the outside world (Please note Fred Stickman as the exception in this case.)

6. Visits to the villages. Many organizations send representatives to villages to meet with the people. This is the best form of person to person contact in the present communications system, but there are still some problems with it. Visits may be either to provide a direct service (Alaska Native Health Service) or to provide or gather information (Tanana Chiefs, RurAL CAP). Twenty-two villages expressed a need for better village-agency communication, both while agency representatives are in the

village and while they are in their offices. This need is a #1 priority for villages in the Fort Yukon and McGrath areas, not so important in the Galena area, and a #3 priority for the Tok area. The disadvantages are the following:

a. Visiting patterns are often haphazard, and some places may be visited many times and others not at all. The agency most frequently cited is Alaska Native Health Service.
b. Scheduling of trips is difficult because of transportation and weather uncertainties.
c. The cost of transportation is excessive, especially if charters are used.
d. Sometimes, the representatives of an organization stay only a short time and may confuse people more than help them.

> "Have agencies stay longer and explain what they're doing in simple language for them (village people) to understand."
> (Ruby representative)

e. Too often agency representatives meet with only one or two people in a village on matters that affect the entire community.

> "Even when any agencies come in and talk to the village council members, everything is confidential which is lack of communication which causes a lot of frustration."
> (Stevens Village)

7. Commercial radio is used to communicate with villagers. The disadvantages are the following:

   a. It works only as a one-way information source.
   b. It is not available in every village.
   c. Sometimes it doesn't work.

8. Regional and sub-regional meetings are held by

various groups. Tanana Chiefs Conference, RurAL CAP, and the Alaska Native Health Service have the most experience in this area. Regional and sub-regional meetings provide an excellent opportunity for village people to obtain and share information. People from at least 20 villages expressed the need for more sub-regional meetings of the Councils for Young Children (this information was not solicited by the Tanana Chiefs Conference planning people--very spontaneous statements). Disadvantages of this system are the following:

a. Meetings are costly.
b. Villagers can't always attend because of transportation and weather problems.
c. Villages often change representatives and this breaks continuity and may mean the representative is uninformed as to what went on at previous meetings.
d. Village representatives do not always report back to their villages.

There are, of course, other means of communication than the seven discussed above, but those are the major ones.

There is no question that the communications system in the Tanana Chiefs region is full of inadequacies. The following are our recommendations to solve these problems:

1. Electricity and telephones should be installed in all villages immediately.

2. The Tanana Chiefs should immediately take steps to develop and install a two-way audio-visual satellite communications system in their region. Although this system will be expensive and will have to be subsidized in some way (perhaps by federal and state agencies who can use the system), this is the only means we can see to

solve the communication problems in a region as large, spread out, and diverse as the Tanana Chiefs region.

3. The Tanana Chiefs should continue to use regional and sub-regional groups as a means of communication with villages.

4. In order that village people and agency representatives are able to communicate effectively, Tanana Chiefs must develop a system in which all government and other agencies deal with locally-controlled groups. Given the size of the region and the geographic responsibilities of government agencies dealing with people in the region, the system should be planned to work on sub-regional and village levels. At least one Tanana Chiefs employee should be located in each of the sub-regional centers: McGrath, Galena, Fort Yukon, and Tok. The name of each person and her or his responsibilities should be sent to every school board and village and town council, to every agency representative who lives in or regularly visits the sub-region, to the chief regional official whose agency deals with people in the sub-region, to the chief official of each agency operating in the state and in the region, and to each Tanana Chiefs delegate. The sub-regional Tanana Chiefs employees should be responsible to the Executive Director for dispensing and gathering information to help people in the villages identify their needs and work toward fulfilling them.

5. To make coordination and communication as effective as possible, Tanana Chiefs should work on getting all state and federal agency boundaries realigned to coincide with Tanana Chiefs boundaries. In some cases, such as Alaska State-Operated Schools, sub-regional boundaries may be more appropriate.

6. People say we need better health services. While that is true it is also true that people would probably feel better about the services they are receiving if they better understood the problems Alaska Native Health Service is facing and who's causing those problems.

   a. Tanana Chiefs (perhaps in cooperation with Tanana Service Unit Health Board) should work up, in easily understood English, a written statement about the Alaska Native Health Service. The statement should include how doctors are recruited, how ANHS is funded, who decides travel schedules, etc.
   b. Also, Tanana Chiefs should demand that an orientation program be developed by ANHS, to be approved by the Tanana Chiefs, for their medical personnel working in the Tanana Chiefs region. One doctor (stationed in Fairbanks), responsible for the Fort Yukon area, thinks all Athabascans beat up their children and each other--he hasn't traveled to those villages because of "no money", and beat up children and adults are the only Indians he has any contact with.

B. In the village.
Although in most villages everyone knows all the "news" (John Sackett prefers "news" to "gossip") about everyone else, there is a large communications gap within most villages.

1. Part of the problem evidently stems from the fact people have moved from one village to another; even though the move may have taken place many years ago, it is not forgotten. This is true of small villages as well as larger ones, in which this sort of thing can be expected. Twelve villages expressed this

"unorganized" feeling.

> "People gotta get together instead of one group on this side and another on the other side." (Kaltag)

2. The lack of intra-village communication is pointed out by people who say their village representative to various meetings doesn't tell people what happened at the meetings.

> "I did it (reported on Council for Young Children meeting) right away as many of our representatives don't even let us know what they make the trip for. This have happened--they didn't even return home and even quit their position while away." (Holy Cross representative)

> "The people in Fort Yukon don't know anything about the claims because their representative doesn't report back to them about discussions of meetings he attends." (Fort Yukon Native Council President and School Board member)

3. People don't speak up at meetings, even if they're held in the village.

> "Wayne Williams was the only person who wasn't afraid to speak up to the Council about the problems they face." (Report of meeting in Chalkyitsik)

4. People don't speak up at meetings held outside their own village, in another village or in a city.

> "I think our biggest drawback of almost every village is that some of the representatives that attend workshop do not speak out what their feelings are. We

should train these people to speak up." (Arctic Village representative)

"I learned that people in villages should speak up for what they want, especially if it's from Natives it will get results." (Ruby representative)

5. Parents and teachers should communicate better. Twenty-three villages expressed this concern.

   "Parents get embarrassed, think they won't understand what their kids are learning." (Koyukuk represenatative)

   "The priority need is to resolve the lack of communication between the parents and the teacher. But it is not the parents' fault because they learned their own way." (Harold Esmailka, Ruby)

   "Teachers should be more honest in parent-teacher conferences." (McGrath representative)

   "(Professional teachers need) training on village culture, social customs, language barriers, etc." (Nulato meeting)

   "Need teachers that respect other people." (Telida and Nikolai)

   "Make sure teachers understand culture and background so they don't automatically assume all kids in villages are retarded." (Shageluk and Grayling representatives)

6. Too often parents and their children don't communicate well.

   "Early students cannot come home and relate or communicate with their parents on school knowledge acquired." (Teacher Corps member and some mothers, Nulato)

> "Even though have good relationship the men are not home enough to teach children their values. Fathers have to trap, firefight, work away from home, because no work in village." (Meeting in Eagle)

> "The children won't actually talk about the problems (of boarding in Tok) with their parents." (Mrs. Luke, Tanacross)

In order to combat these "in the village" communications problems, we make the following recommendations:

1. Tanana Chiefs should develop a plan, perhaps with the cooperation of RurAL CAP, CEDC, and other similar organizations, to provide training in leadership ("chieftanship") and community organization to those who serve as leaders in villages. This kind of training may not be feasible until after enrollment is completed and village leaders are properly chosen. In some villages, the elected chief is also the Tanana Chief Conference delegate; in others, there are two different people chosen. In many communities people are not really sure how the "chief" or delegate was chosen, i.e. McGrath.

   In any case, this kind of assistance, which must be ongoing, is needed. The training could probably be done best on a sub-regional level. The Tanana Chiefs Conference employee (information coordinator, what-ever) in each sub-regional center can provide help to village leaders between meetings or training sessions.

2. At every meeting in which Tanana Chiefs Conference is involved, on the village, sub-regional, regional, or statewide level, it must be emphasized again and again that people from

villages have a double responsibility. The first is to participate in the meeting or workshop and to speak and listen for their communities as well as they can.

The second is to tell the people back in the villages what went on, what they said, what they learned. People have the right to be well-represented. Tanana Chiefs has the duty to make sure that people in villages know what their representatives are supposed to do and to find out if people think their representatives are doing a good job. This, too can perhaps be done best on a sub-regional level. Also, every Tanana Chiefs Conference employee visiting a village for any purpose should check on this.

3. Meetings are to share information. Techniques of working effectively with groups of people should be included in the training recommended in #1 above. Village leaders must not let agency representatives intimidate them or the other people in the village.

4. In order to effectively participate in a meeting, people must feel comfortable. Formally conducted meetings generally make people feel uncomfortable. These are some of the comments made by people who attended Council for Young Children meetings:

   "It gave me a chance to speak up."
   (Arctic Village representative)

   "(I liked) participation of all the delegates involved in the meeting."
   (Fort Yukon representative)

   "It gave everyone a chance to speak their thoughts and ask questions so that more things are opened up to the public. It

> gives us a chance to get more involved." (Tok representative)
>
> "Liked the informality--everyone felt free to state their ideas and opinions on any and all subjects under discussion." (Tok community member)
>
> "I like the response and input of the representatives from the villages." (Alatna representative)
>
> "What I liked about the meeting was that everyone in the different villages brought out their problems and they were discussed. Also, all the different areas of education were covered and discussed and everyone put in their opinions." (Galena representative)
>
> "I enjoyed the easy-going type of communication that was quite visible here." (Koyukuk representative)
>
> "I liked the way everyone was relaxed and encouraged to speak up." (Ruby representative)
>
> "(I liked) that the meeting was informal. Everyone could go around and talk about some problems." (Nikolai representative)

Tanana Chiefs should make sure that meetings held under their auspices allow people to feel easy about speaking. Many people refuse to talk before a large group of people because they're afraid they will sound stupid or they will be laughed at. People need to be encouraged to ask questions when they don't understand, without the fear of being ridiculed. One of the most important reasons for meetings these days is the Native Claims Settlement Act and its implementation. Hardly anyone in the villages in the Tanana Chiefs Conference region understands much about the Act. This problem will be addressed later in this report.

5. People have various recommendations for improving parent-teacher communication.

   a. "Parents should be invited to visit school during classes to see how their kids are doing." (Telida and Nikolai representatives)

   b. While the ECD program in McGrath was operating, the principal allowed the four teachers involved one hour released time daily to visit families of children in the program.

   c. "Form a parent-teacher association." (Arctic Village representative)

   d. "Open house at school." (Stevens Village representative)

   e. "More field trips with parents involved; convince people that for a change the school will listen to their ideas and not ignore them as they have in the past; typed invitations, not mimeographed letter." (Fort Yukon Advisory School Group)

   f. "Parents can really help the teacher if they give some information about a child's specific problems." (Fort Yukon Council for Young Children meeting)

   g. "Teacher make home visits to become better acquainted with the people, not just because they are the teachers but to have a better relationship with the people and vice versa. Parents can do the same with teachers. What will become of it is the feeling the child will have in seeing this thing happen which will make him feel very good about himself to see that the teachers

> aren't only teachers but actually friends of his parents." (Arctic Village meeting)

6. For too long, we have held the theory that because people could biologically become parents, they were psychologically prepared for parenthood. Seven communities expressed a need for sex education for their children, especially the teenagers. The Allakaket representative to the Galena area Council for the Young Children meeting made a very strong statement about this problem:

> "We very definitely need a sex education program for boys and girls in the village. We need places for teenagers to go for help when needed. The unwed mothers or fathers need help too. What to do at times when the unwed parents are living together and are expectant parents. Where do they go for help? No Place, that's where. And they just end up living together or separating. I know unwed parents are cooped up with their problems."

A planned parenthood program was also requested by four villages. Since 19 villages listed better health care and services as a need, perhaps getting information about birth control was included in some instances. At least some of the Public Health nurses received some training last summer in conducting planned parenthood clinics.

In order to help prepare potential parents, it is recommended that child development courses be implemented in at least all the high schools in the region. The courses should include both boys and girls. They should deal not only with the growth of young children but also with psychologically healthy ways of dealing with children. Whenever possible, the time spent in the courses should be a combination of classroom work and practical experience, perhaps in a preschool or child care center. Courses such as these have been developed at Chugiak and East High Schools in the Anchorage area. We understand that at least the courses offered at East were planned with the help of the State Department of Education.

A great many people in the region are worried because their children are too wild and undisciplined. Even more people feel very strongly that all children should have a positive self-image. It is obvious that if parents want their children to behave differently and gain or maintain a positive self-image, parents must not threaten, beat, punish those kids. The need to learn some new ways to divert their children's energy from a negative release to a positive one. Indian people are known for caring about their children. We saw a lot of love and attention given children throughout the region. We recommend that Tanana Chiefs develop, with and for village parents, a course in parent-child relationships. The University of Alaska offers a course in Parent Effectiveness Training; perhaps some of that could be utilized.

II. Education

During interviews, community meetings, and Councils for Young Children meetings people discussed the problems their children are facing. They, like parents everywhere, love their children and want the best possible kind of life for them. They want their children to be able to choose the kind of life they want to lead. They want their children to know of both the old ways and the new ways. They want their children to be happy and feel worthwhile. They want their children to grow up to be responsible and self-respecting adults able to take over the running of the village, the village corporations to be formed under the Native Claims Settlement Act, the regional corporations, like Tanana Chiefs.

People see education as a way to power, to self-determination. People generally live where they do because there is a school there, and their children can learn to read, to write, to do math. These are important to people. However, somehow their children don't learn these skills as well as children in cities, or children with different opportunities, like being able to watch "Sesame Street." When a child goes to school, the parents see him off with great hopes, that maybe this child will conquer the ways of the foreign white culture and that maybe he will succeed in the white man's school. This kind of hope, however, drives a wedge between the child and his parents, a wedge which is almost impossible to remove. The school splits up the family.

The primary problems in education have to do with school boards, bicultural and bilingual education, high school education, Native Land Claims Settlement Act, early childhood development and child care, and adult education.

A. Bilingual and Bicultural Education

Confronted with the probable extinction of the Athabascan language and culture, 30 villages have expressed the need for bicultural and bilingual education. It is a #1 priority in the Tok, Fort Yukon and McGrath areas and #4 in the Galena area.

In the Tanana Chiefs region, few adults under forty still speak and understand their Native language. Even fewer children are fluent in Athabascan. When their language development was at a very critical stage (age 5 or 6 years), they began school and, in most cases, they were forbidden to speak Indian. The longer they stayed in school, the less they were able to communicate in Indian. Many children were sent away to missionary schools, like the one in Holy Cross. Children there were allowed to speak only in English, while their teachers chatted with each other in their own language, French. Acculturation and assimilation were the goals of the BIA and other agencies "responsible for" the Indian people.

> "More of the old people are destroying themselves and the young do not return home." (Galena representative)
>
> "There are lots of high school graduates home and doing nothing and don't care to get involved with the village. Drinking, etc., they lost their culture." (Huslia representative)

Rather than having their children forced into the white society and its value system, parents want their children to know about both their Native culture and the white culture. Then children will be better prepared to take what they need from both cultures and to choose their own life styles.

In most of the Tanana Chiefs region, "bilingual education" means teaching children their Native language. "Bicultural education" means teaching the Native culture and preparing children to deal with the white culture when that is required. These kinds of education need to be included in the school curriculum, not relegated to an after school activity.

> "We want the Native tongue and culture taught. We want to learn old ways, crafts." (Takotna representative)
>
> "Children nowadays do not show any sense of value for our Indian ways. They seem to think it's 'just another good time' and laugh. Potlatch had a good meaning behind it all. It was for the people and they told how hard of a time they had, how they got the moose, etc., and where." (School Board Chairman, Galena)
>
> "All they wanted was for their kids to talk more of the Native language." (Huslia Town Meeting)
>
> "The people would like the children to be taught both English and Indian." (Ruby)
>
> "The students must learn to accept parents and families in both cultures and be taught to be proud of their culture wherever they are living." (Dot Lake representative)
>
> "(Children need) exposure to enriching experiences. Most have little knowledge of the world outside of the village. Instruction in their own culture and language." (Tanacross Teacher)
>
> "(The most important needs are) Native

> culture and language. Teach Native culture, workshops for building sleds, etc. Teaching the Native language." (Rampart representative)

SOS began bilingual programs last year in Nikolai, Northway, Fort Yukon, Chalkyitsik, and Arctic Village. Programs are scheduled to begin January 2nd in Huslia, Koyukuk, Nulato, Allakaket, and Kaltag.

There are a few bicultural programs in SOS schools throughout the state. This kind of program depends on the teachers in each village school. People in this region want their children to learn the old ways and stories in school where they learn the white society's values and traditions. We make the following recommendations:

1. "Bilingual education should be in every village if they want it." (Grayling and Shageluk representatives) Bilingual programs should be based only on a village's desire, not on income regulations and number of children. If this means requesting more state money, SOS should do so and fight for it! In addition, we should not wait for a writing system to be developed for every dialect before children can begin to learn Athabascan. The language has traditionally been an unwritten one, and thousands of children have become fluent in their language without ever reading or writing it.

2. SOS should hire a person fluent in the Athabascan language (as many dialects as possible) and be familiar with the region and its people. The person should be stationed in Fairbanks in the Tanana Chiefs office. The person would be responsible for bilingual programming in the region.

3. Bilingual teacher aides working in these programs

must have support, including on-site and regional training workshops and frequent visits by the Athabascan "specialist."

4. All bilingual programs must extend from preschool through high school. Of the ten programs scheduled to be in operation by January, there are only two which do not now have preschool programs. The logical place to begin teaching a language is before a child is six years old. Bilingual aides trained to work with primary grade children should also be trained to work with preschoolers. One of the ten (Fort Yukon) has a high school. The bilingual program should be carried over to the secondary level.

5. The SOS bilingual program staff should assist villages in implementing their own programs. Both Hughes and Galena are trying to develop locally-funded language classes. They need help. Whoever travels to Koyukuk, Nulato, and Kaltag must go through Galena. Travel between Hughes and Huslia can easily be arranged.

6. Bicultural programs must be developed. Athabascan culture and arts and crafts should be included in the bilingual program.

These are suggested ways to open up a child's world:

> "Help the kids to understand that the way in the city is different than at home. Perhaps in high school, the children can take field trips into town to see what the city is like. Show films of the city within the school." (Fort Yukon and Arctic Village representative)

> "Get (children) exposed to other surrounding villages. Fort Yukon is a big city

to the kids in small villages."
(Beaver and Stevens Village representatives)

"Culture and survival training for the older school children. In grade school, boys (should spend) one week a month in woods. Girls (should spend) one day a week on bead work, skin sewing, etc."
(School Board Chairman, Chalkyitsik)

"The students should have more books on their own culture in the school room. They should also have a Native and non-Native instructor to teach the Native student the different cultures."
(Dot Lake representative)

"Henry Titus would like to see more people talking Native and making birch canoes, and dutch ovens out of clay, etc."
(Ruby)

"(The most important need is) the education of our children to find their place in life."
(Northway representative)

B. School Boards

It is difficult to ascertain when advisory school boards became a part of the Alaska State-Operated Schools system. The Superintendent thinks it's been at least since Statehood, and perhaps before. The manual for advisory school boards now in effect is a revised edition dated 1964. The School Board Trainer thinks it's about 15 years.

Just last year, the board's membership was increased from three to five. A statewide board for SOS was created July 1, 1971. A bill authorizing the forming of regional boards failed in the Legislature last year.

However long the local advisory boards have existed, they have never acted as policy or decision-making boards. A 1964 edition of a manual for advisory school boards was mentioned--no one in the region seems to have a copy except one teacher who claims to have had to swipe it from somewhere.

Evidently, it has been left up to regional superintendents to determine, to a very large extent, the responsibilities of each board. From talking with school board members and regional superintendents, evidently the only thing all school boards do is approve the school calendar. The superintendents located in Tanana and Healy have allowed school boards to hire support personnel, such as cooks and janitors. The superintendent in McGrath has said that he accepts the recommendations of "his" boards, but there is evidence that this is not always the case. The superintendent in Tok was quite surprised that, in some areas, the janitor was hired by the school board and not the principal teacher.

Since there is no such thing as a job description for regional superintendents, it is difficult to know what they do, except by hearsay. We presume that teachers are responsible for teaching children at certain grade levels from a date in late August or early September to another date in May, with specified vacation days. Teachers are hired and transferred through the SOS placement office in Anchorage. Who is really responsible for hiring or transferring a teacher? The answer depends on who one talks to--some superintendents say they demand a personal interview before allowing teachers into "their" schools, while others say the decisions are made in Anchorage. Without any "official" guidelines regarding the responsibilities and powers of school boards or the regional superintendents, it is no wonder that people are confused. The confusion increases, too, with a change in school board membership, in superintendent, or teachers.

People ask why villagers don't attend their school board meetings, why it's hard to get people to run for the school board, why the boards (in existence for 15 years, maybe) aren't stronger.

Simply, the answer is that local advisory boards have had very little credibility. Advice was usually not solicited or not heeded, or people were told "sorry, no money."

In some villages, where school boards seem stronger than most, the Adult Basic Education program has used local school boards to administer their programs. The SOS Office of Child Development has used the school board in every village in which they operate a program to choose the teacher, decide on a home or center-based program and make other administrative decisions.

Having the school board administer a preschool program might seem to be a giant step toward local control. However, dealing with a paraprofessional from the village, with children not really in school yet, and with special funding is a great deal different from dealing with certified and generally white teachers, with children in "real" school and with the knowledge that the school has been there for some time and will more than likely be there in the future. As a matter of interest, there seems to be very little carryover of the idea of local control from Head Start PAC's (Policy Councils) to the school boards in Head Start villages.

In the Tanana Chiefs region, things are changing, probably because of the Native Claims Settlement. Twenty-nine villages say that school board training is a priority item. In the Fort Yukon area, school board training is a #1 priority. In the Tok and McGrath areas, #2. In the Galena area, #3.

> "They should have a school for the people who are on the school board as they don't

know what they're supposed to do." (Chief, Nulato)

"School Board training is needed!" (School Board Chairwoman, Ruby)

"We would like special training for our School Board in school budgets and sources of financing schools."
(School Board Chairwoman, Tanana)

"(School Board is) cooperative but in need of education to manipulate and make demands." (Cantwell teacher)

"1. We need to know what we want.
2. We need to know how to go about getting it.
3. Don't leave the children out of the picture. Ask them what they would like.
4. Make sure the school board works for the people concerned.
5. Have the teachers that are willing to really help our children."
(Northway representative)

"School Board meets once a month: meetings are not always posted so it's difficult to know when they're going on. School Board is unaware of the needs of the children in the community; Area Superintendent is from California so he doesn't know, either. Only those people in the community who are able to attend meetings know what the School Board is doing; results of meetings are not publicized in any way. School Board is strictly anti-teachers." (Tok community member)

School Board training must be provided immediately, with the goal of building strong, self-directed board members. The boards must know what their current duties and responsibilities are according to State law; how real decision-making, not advisory, school boards operate; how to change the status of advisory school boards.

There are three ways this very much desired and needed training can be provided: by the agencies who run the schools (BIA and SOS), by those agencies in cooperation with Tanana Chiefs, or by Tanana Chiefs.

1. AGENCIES: In the past, SOS and BIA have not been inclined to provide school board training. In September, SOS hired Dave Osterback to provide training for school boards in 126 rural villages and, presumably, for boards for the 22 on-base schools. There are three big problems with this approach:

a. One person cannot do the job.
b. The new manual for advisory school boards will not be completed until the spring. Why will it take a year to write a new manual?
c. The agency most likely to "lose" if advisory school boards develop into powerful, demanding groups is SOS.

2. AGENCIES AND TANANA CHIEFS: SOS has traditionally been a centralized organization. Decisions made in the field must be approved in Anchorage and then in Juneau. Tanana Chiefs is committed to the concept of self-determination for education. It is questionable whether all SOS personnel have this same goal.

3. TANANA CHIEFS: The Tanana Chiefs Conference is the one organization in the region with the responsibility of ensuring that the people's needs are identified and met. Through this project, these two needs have been identified: people want training for their school boards, and they want to be able to decide on curriculum and personnel in their own schools.

a. Tanana Chiefs should take on the responsibility for training school boards, perhaps through the recently-formed Education Committee.

b. Dave Osterback and Bill Vaudrin at SOS should be used as resource people.

c. The four sub-regional Councils for Young Children should be replaced by four sub-regional Education Councils, composed of school board chair-people. These Councils should meet at least quarterly. Their meetings should be idea and problem-sharing gatherings, as well as training sessions in needs assessment and in school board effectiveness.

d. Tanana Chiefs should hire one or more people to do this training. Besides holding the quarterly education Council meetings, the trainers should travel to each village requesting school board training, and should provide it on an on-going basis. Working with a board for a few days only once is not enough and, in some cases, may be of very little value.

C. Preschool Education

Preschool education is not a number one priority for any village, however, 18 villages did express a desire for some type of preschool program. Although there are other priorities ahead of preschool education at this time, parents in the Tanana Chiefs region do recognize the worth and need of early childhood programs.

> "We need some kind of program for the kids like Children's Cache or Head Start with a lunch program. First of all we need a place for the kids since most parents neglect their own kids. We need someone

> to help them learn their manners, to play with others, and learn to better identify themselves as real, like human beings. We need lunch program because most parents don't know how to feed the right kinds and amounts of food to the family. And, also the child has to learn that there's more people in the world than just their parents. They need preparation for school."
> (Allakaket/Alatna representative)
>
> "The children are not happy at home. Always running off to FAA to play around there on the swings and good lawn."
> (Bettles representative)

The simple fact is that other unsolved educational problems are so pressing at this time, preschool education was not cited as a number one priority in any village. However, SOS has 7 people on staff in their Office of Child Development and only one on staff to deal with school board training. This, of course, is an inequity when one investigates our data. The bigger need, as expressed by village people, is school board training and therefore more SOS staff should be dealing with school board training than with early child development.

Given the fact that SOS has set up an Office of Child Development, and thus created an avenue for meeting the need for preschool education, we will address ourselves to this priority without losing sight of the other important and pressing educational problems in Tanana Chiefs region as unfolded by this project.

Twelve villages in the Tanana Chiefs region have some type of preschool program. Eighteen villages have requested some type of help for their preschoolers: Alatna/Allakaket, Bettles, Galena, Hughes, Huslia, Ruby, Venetie, Circle, Grayling, Shageluk, Cantwell, Eagle, Birch Creek, Tok, Nenana, Tanana, McGrath and Northway.

The type of program needed in each village is different due to different needs. For example, Northway has a Kindergarten but it needs to be more centrally located for preschool children. It is located too far from the town.

> "Northway - wants Early Childhood program in the village...would like to see a program developed for the children right in the community itself, and would really help the children that live a few miles out of town, because it's so hard for those kids when they start school. They're afraid of other people, the adjustment is too difficult for them. Her (former Head Start teacher in Northway) idea was she didn't want the hours too long, because it makes them tired, her main interest is interaction of children with their peers, also interaction with other adults, which would be a big help to those kids when they enter school."
> (Northway school board member)

> "The school the FAA is just totally away from the village. Northway SOS school is 2 miles from the village. Instead of hiring someone from the village, one of the teachers's wife was hired for the kindergarten class, in which she teaches 4 and 5 year olds."
> (Northway school board member)

Some villages have only a few preschool children, but still, are recognizing the need for some type of early stimulation and early "school" experience for these children. Therefore, it must be recognized that programs for three children would be different in form than programs in larger villages of perhaps 13-20 children. (10 of the 18 villages listed above have 10-21 preschool children; the other eight villages have less than 10.)

Some villages do not qualify for preschool programs due to federal guidelines. A village must have 12 preschool children to qualify for Head Start funds; a village must be "under-income" to qualify for both Childrens' Cache or Head Start. The truth is, however, all preschool children should have some type of early childhood program if their parents so desire.

> "People are mostly in favor of a preschool program. At the last School Board meeting last spring, the community voted to continue the preschool program that had been in existence in the school for about six weeks. The program was begun when school started this year. The preschool program was incorporated with the first and second grade. There were two certified teachers and two paraprofessional teachers. The program was begun based on funding through the SOS/OCD proposal for Title IV-A money. The program officially stopped when the proposal/contract was cancelled. Currently, the five year olds are still attending the program in the school, and one of the paraprofessional teachers is volunteering her time. A lot of time and energy has gone into developing this program, and in getting the confidence and enthusiasm of the community. The town of McGrath is not eligible for the Title I money, so that could not be used to fund the program. In order to provide a quality program for 3 and 4 year olds, there needs to be some money to pay teachers' salaries. Materials and space are already there. The teacher who is volunteering her time should be paid. Another teacher should be hired."
> (McGrath representative)

Recommendations:

Based on conclusive data about preschool education uncovered in this report, Tanana Chiefs recommends the following:

1. That SOS Office of Child Development station at least one person in Fairbanks. This would greatly facilitate coordination within the region and would give village people in Tanana Chiefs region a "closer touch" with SOS. This person could be housed in the Tanana Chiefs office if necessary which would greatly enhance coordination between Tanana Chiefs Early Childhood Development staff and SOS Office of Child Development.

2. That all villages requesting help from SOS Office of Child Development at least be responded to. Villages are now writing and asking for example, how to expand an existing program, how to obtain a new one, etc. Given the fact that SOS has a large Child Development staff, all letters from villages regarding Child Development should be responded to totally.

3. That SOS Child Development staff responsible for Tanana Chiefs region be familiar with all preschool needs in all villages in this region --not just the 8 villages with SOS Early Childhood programs. Whenever possible, SOS Child Development staff should visit villages without ECD programs, especially if a village has verbally requested a preschool program. There are at least 18 villages that have already made such requests; these are listed earlier in this section. Travel schedules could be slightly altered to enable the SOS Child Development staff person to stay over somewhere en route to another village. This may mean an extra day's per diem, but would be worth it if a village received some guidance and assistance with some child development need.

4. That SOS must begin to secure funds so that all preschool children could be served, not just large groups of under-income preschool children. This is of course a big job, however, SOS now has results of regional planning by Native Associations to back up their efforts. It is our opinion that SOS now has the "ammunition" to fight for more funds, and a staff to do the fighting; therefore, we recommend SOS begin a serious drive for more funds to meet the needs of early childhood.

5. That programs be developed to serve the different size groups of preschool children in the region. There needs to be a system developed to meet the early childhood needs of villages with several preschool children, as well as villages with a sizeable number of preschool children. The needs of preschool children and their parents are real and similar regardless of how many live in a particular village. Perhaps some type of "traveling program" could be developed. Materials, information, films, resourses, etc., could be shared between villages who only have a few preschool children. The parents could receive materials on loan through the mail. This "program-by-mail" could be housed with and operated by the SOS Early Childhood person stationed in Fairbanks.

Parents must be involved in selecting and developing whatever program is used in their village. They should be contacted about possibilities and included in all plans. For example, if SOS were to implement some type of program-by-mail, villages should be contacted and parents should be actively involved in program development. There is, of course, the possibility that they would not want a certain type program or want particular content in the program. We strongly recommend SOS use parents in the development of preschool programs.

We recognize, of course, the difficulties in a "program-by-mail", the biggest problem being the communication system with all its inadequacies and faults. This report deals with the communication problem as a number one need. Solving the communication problem as recommended in this report would greatly alleviate the problem of an early childhood program-by-mail. Until such a communication system is developed, we believe SOS Office of Child Development staff can begin to address themselves to meeting the needs of all villages requesting preschool programs.

6. That SOS Office of Child Development adhere to priorities set up by regional planning for implementing new programs. When new funds become available for programs, Native Associations should again be contacted to discuss their priorities for location of preschool programs.

In the Tanana Chiefs region the following villages have requested a preschool program and do not have one now: Alatna/Allakaket, Bettles, Galena, Hughes, Huslia, Ruby, Venetie, Circle, Shageluk, Grayling, Cantwell, Eagle, Birch Creek and Nenana. Not only are these villages requesting an early childhood program, but other villages in Tanana Chiefs region have some type of program but need help. This help could be provided now. The Kindergarten programs serving Northway and Tok (Tanacross) must be adjusted to better serve the people. We recommend that transportation be provided to Kindergarten children in Tanacross so they can attend the Kindergarten program in Tok. In Northway we recommend that the Kindergarten program be located in the village so the children will not have a transportation problem. Transportation is now provided to school for Tanacross children, however, none is provided home at noon for them. The Kindergarten teacher from the Northway school could travel into town so that all children will be able to attend the early childhood program.

Some villages requesting Early Childhood programs are trying to set up volunteer programs in the interim. These villages should be given as much support as possible by Tanana Chiefs and SOS Office of Child Development. For example, Galena would like a preschool program, but would start a volunteer one in the meantime. SOS Child Development staff could stop over in Galena a few days to give assistance to this beginning volunteer effort. SOS Child Development staff traveling through McGrath could stop over and meet with the volunteer preschool teacher there, as well as with other school personnel.

It is clear, then, that Tanana Chiefs priorities are two-fold--we recommend changes be made now to those situations, such as Tok and Northway, which do not necessarily require additional funds. We also recommend that villages requesting preschool programs be supported in every way possible until funds are available creating fully supported funded programs.

7. Tanana Chiefs finally recommends that all SOS personnel be educated to the goals and objectives of early childhood development programs. This could be an on-going process and could be done at meetings as well as informally while SOS Office of Child Development staff travel. The child development staff could take the time to meet with Regional Superintendents if they are in the superintendent's town and with the primary teachers. The SOS Child Development staff should accept responsibility for this training and address it seriously.

D. High School Education

The parents of most of the secondary level students in the Tanana Chiefs region today did not attend high school themselves. They see high school as a means of preparing their children for the future. Most of these children live away from their parents while attending high school. It has been said that Alaskan Native children are orphaned at 13, and to a frighteningly large extent, that statement is true.

Parents want quality high school programs in their village or in a nearby village. Six villages have expressed the desire for a local high school. They want improvements in boarding home situations. Eighteen villages recognize problems in the boarding home program.

1. Local high school programs.

> "We need more funds for high schools in the villages, at least up to the 9th and 10th grade; because some of the kids like the village life and I think they should be given a chance to choose between going away and staying in the village. We asked for funds once and were told we would be given a very small amount of money per student and also we were told that the kids had to stay in Allakaket, instead of choosing. I think they should be given the opportunity to see the world for themselves." (Alatna representative)

> "We don't have a high school, but most of the parents want one because they feel that their children are too young to be away from home at that age (9th and 10th grade). They think that their children are at an age when they are most likely to be persuaded to do things on their own; where at home they would have the influence of their parents." (Kaltag representative)

"Desire for local high school program."
(Cantwell teacher)

"The people of Ruby definitely want 9th and 10th grades in this school."
(School Board Chairwoman, Ruby)

"(Our children need) a better school plus a high school. Why do we need the above? At the present time we are sending our children out to boarding homes. What are our children doing at the boarding homes? Are they getting the right attention? Are they allowed to do as they please? Do they eat right?" (Northway representative)

2. Boarding home program.

"Some Boarding Home Parents don't take care of kids. Why don't the Boarding Home Parents give love and attention needed. Boarding Home Parents need help to understand the kids. Parents need to teach kids to obey Boarding Home Parents. Parents need to let Boarding Home Parents know how they want the kids to act. Parents need to have a voice in the raising of the kids when they are away from home. Boredom reason for drop-out."
(Shageluk and Grayling representatives)

"Want kids close enough to see them at least once a year."
(Koyukuk representative)

"Need someone in charge of Boarding Home Program who understand the Native students and their problems."
(Dot Lake representatives)

"There needs to be more interest and concern for our Native children who are

> brought to our community in the Boarding Home Program. They are brought here, placed in homes, enrolled in school and that's that! They need someone to talk to of their problems, activities of some sort to be involved in."
> (Tok community member)

We make the following recommendations:

1. A quality 9th and 10th grade program should be implemented in the fall of 1973 in every village requesting such a program. No child will be compelled to attend the local program; if any child and his parents agree that he should go outside the village to high school, that decision will not endanger the existence of the local program.

2. During the Spring, the Tanana Chiefs Education Committee or their representatives should travel to each village with graduating 8th graders, and to each village with a 9th and 10th grade program. The representatives must be informed about what each high school in the state offers. They should talk with each student and his or her parents and teachers to determine the best school for the child. The decision should be based on the interests of the child and the curriculum of the schools, as well as distance from home, quality of away-from-home care.

3. "Curriculum in village to teach kids what to expect when they get to Boarding Program."

    a. This could be a course developed by SOS and used in each SOS school for potential boarding students.

    b. It could be a list of information drawn up by current boarding students. These lists should be compiled by all boarding students in each SOS school. The information should be sent to every SOS school in the state.

4. The Boarding Home liaison person should be a Native from the area. The position should be expanded to a full-time one. It should include counselling and helping boarding home students, as well as administrative duties. The people holding this job in McGrath and Tok are both non-Native, both hold full time jobs (one is a high school teacher) and both are too busy to do all the things that need to be done for the children.

5. Tanana Chiefs should inform the children in the boarding home programs in Tok, Galena, Tanana, McGrath, Fort Yukon, and Fairbanks of possible alternatives, such as group homes and dormitories. Then Tanana Chiefs should ask their opinion and ensure that their recommendations are heard.

6. Before school starts each year, potential boarding home parents must attend an orientation meeting.

7. The boarding home liaison person in each area must work out an effective means of communication between the real parents and the boarding home parents. The liaison person must make sure the real parents are kept informed of their child's health, progress in school, etc. The real parents must communicate with the boarding home parents before and during the school year.

8. At the McGrath Council for Young Children meeting it was agreed that the boarding home students form their own council or group to discuss their special problems. The liaison person was to act as the group's advisor. This kind of solution must be supported by

the Boarding Home Program, SOS and Tanana Chiefs.

9. During the Tok Council for Young Children meeting "a Native counselling group was formed (of at least three people) and hopefully this will benefit the kids. There was a suggestion that the kids also form a group and elect a spokesman from their group to meet with the adult group thereby letting the adult group know the general feelings of the students." (Tok representative) This kind of solution also should be supported by the Boarding Home Program, SOS and Tanana Chiefs.

E. Land Claims Education

A locally expressed problem which came up consistently throughout this study is the need for more education at the village level on the implementation of the Alaska Native Claims Settlement Act. Ten villages expressed this lack of knowledge. The Tanana Chiefs Conference has attemped to provide information on the Settlement Act by means of village visits as well as regional and sub-regional meetings and training sessions. However, it is quite clear from talking to people at the village level that a great deal of confusion and misunderstanding still exists.

> "(Fort Yukon Native Council President and School Board member said) the people in Fort Yukon don't know anything about the claims because their representative doesn't report back to them about discussions of meeting he attends. He suggested sending the minutes of each meeting from here on in." (Fort Yukon)

> "The land situation is getting tougher to understand and I am disappointed." (Community member, Hughes)

> "(The teachers) had discussions on land claims for the children and also had night classes for the adults, which the people appreciated very much. Some of the older people said, 'Own land? Why we got to own land?' They just couldn't understand that." (Hughes)

This confusion is not surprising when one considers the complex nature of the Native Claims Act itself (many lawyers readily admit they are confused by some sections of the Act). Combine the complex nature of the Act with the problems of communications (see communications section). Despite these problems, we feel that it is imperative that the flow of information on the Act to village people be dramatically increased so that people begin to understand the Act. Unless this is done, Tanana Chiefs (as well as other regional Native groups) may well be faced with a confused and frustrated and therefore uncooperative and hostile constituency.

In order to avoid this possibility, we recommend the following:

1. Tanana Chiefs continue and expand village visits by their staff to explain the Land Claims Act.

2. Tanana Chiefs continue regional and sub-regional meetings and training sessions.

    a. The Tanana Chiefs must develop a system to assure that people who attend these meetings and training sessions report back to their villages and forward unresolved questions to the Tanana Chiefs office.

3. Land Claims courses should become part of secondary and adult education programs.

4. All persons giving Land Claims information to villages should have prior approval of Tanana Chiefs in order to prevent duplication and misinformation.

5. Tanana Chiefs should develop visual and audio-visual aids to assist in explaining the Land Claims Act.

6. Tanana Chiefs should recognize that presentations in many villages may need to be translated into the local dialect and that the interpreter should be paid.

7. Taking into consideration the stringent and unreasonable time limit on land selections, Tanana Chiefs' land department should be expanded so staff members can spend more than a few hours in each village.

8. When the Tanana Chiefs Executive Board meets in various villages, they should hold evening sessions to teach the whole community about the Act.

F. Special Education

Some communities feel their children need more help in acquiring the skills they are supposed to learn in school. People are especially concerned about language development and learning to read.

> "Each group of school children need a remedial teacher. In every age group many students are confused and upset because they cannot adequately read and understand English. They must be taught to read and understand all words they come in contact with or they will never be able to become a normal classroom participant.
>
> All students coming here (Tok) from other villages are unable to read or spell. They all need special help. This calls for a teacher's aide, which we don't have." (Dot Lake representative)

> "Children pushed from grade to grade because of age, not because of level they are in, which makes it difficult when they start high school. Still they are pushed from grade to grade, which gives them no advancement for higher education."
> (Eagle meeting)
>
> "Title I funds appropriated for Tok to set up a remedial reading program for Natives disappeared." (Tok community member)
>
> "Older kids need to learn how to read better."
> (Nikolai representative)
>
> "We need some tests taken so students with special education problems can be pinpointed so they could be helped. We have no way to help the kids with special education problems. The two teachers are already spread too thin."
> (Allakaket and Alatna representatives)
>
> "In the special education field we need someone to teach the 'slow learners' to work at their level and pace. Because these kids are being left behind in their own class or being dropped to the class lower. All this doesn't do the kid any good; especially at this early age." (Kaltag and Nulato representatives)

We make the following recommendations:

1. Villages requesting special help for their children should be given first priority when funds become available to hire and train more teacher aides. This consideration should not be based on income or number of children, but on expressed need. These aides should be trained by the special education teachers in Galena, Tanana, and wherever else in the region such teachers are employed. The specialists should travel and diagnose children's problems. The specialist, local teacher, and aide should

work together to develop a program for each child.

2. SOS teaching staff should reevaluate the usual position of "passing" children because of their age. More attention should be given to open and non-graded concepts of school. SOS should provide funds for school boards (at least the chairman) and teachers to travel to schools currently utilizing these ideas. (This is an example of the kind of curriculum information that Tanana Chiefs must provide school boards during training sessions.)

3. Tanana Chiefs should ask the State Department of Education, SOS, and BIA about Johnson-O'Malley money and other funds to be used specifically for Indian children. Tanana Chiefs, through the Education Committee, is the most logical organization to allocate those funds for which children in the region are eligible.

G. Adult Education

Twelve villages have expressed a desire and need for adult courses. The interests range from Adult Basic Education and GED to "how to" courses to continued para-professional training.

> "People need education on how local food can be preserved and prepared and what foods are the most important. A regular program of teaching this. How to grow gardens and what to grow." (Shageluk and Grayling representatives)

> "How to preserve and cure Native foods."
> (Fort Yukon)

> "High school students returned from Wildwood not in school."
> (Holy Cross representative)

"Adult courses - upholstering, woodworking, video-taped correspondence courses. Need to learn to type, take shorthand, how to run a business." (Takotna representative)

"Education classes to finish elementary school or to get high school diplomas. Lots of adults in the village would like to learn to read and write and some would like to finish high school." (Allakaket and Alatna representatives)

"Program for adult education so parents can better educate their children. Cooking, sewing, sex education, family care, how parents can help children further their education." (Galena representative)

"Adult Basic Education is one way to reach all the people (drop-outs) etc., and it would greatly help. We need someone to teach GED." (Kaltag representative)

"Need for drop-outs not wanting to leave the village, courses offered to get high school diplomas or GED through Adult Basic Education." (Nulato representative)

"What parents need are an understanding of education-its requirements, goals, etc. Make parents aware of what their children are faced with." (Nulato meeting)

"Adult Basic Education is needed." (Ruby School Board Chairwoman)

"People working as village health aides and teacher aides want additional training."

We make the following recommendations:

1. The entire section on Adult Education should be sent to Tony Schuerch at ABE in Juneau.

He should be asked to respond, i.e. what can his department do.

2. Other appropriate groups should be contacted for what they can do, i.e., Cooperative Extension Service, State Vocational Education, SOS Vocational Education, etc.

3. A course of parent-child relationships was recommended in the communications section of this report.

4. SOS should be asked for career ladder information for all the teacher aides they have hired and trained, i.e. bilingual aides and ECD teachers.

5. Tanana Chiefs should request information on career ladder and training plans from the Community Health Aide Program to ensure that village health aides are not working toward a professional dead end.

Parents in this region recognize the amount of knowledge their children acquire before they are five years old. Parents also recognize problems and inequities children face in school and in boarding homes when they must go away to school.

Parents want to make sure their children develop as much as they are capable. They want to make sure their children grow up to be intellectually alive, healthy, happy, self-respecting people who live what they consider to be good lives. Parents support the idea of increasing their children's skills--all skills. Parents need help for their children--equipment, teachers, teacher training, facilities. Parents need help for themselves so they can help their children better.

Through many meetings and workshops, with people from villages, from other regional associations, from State-Operated Schools, from other agencies responsible for children, the primary need of children in this region was identified as the need to experience continuity among significant life experiences. This means that parents must have a greater voice in determining what happens to their children to make sure that there is this sense of continuity--between home and school, between home and school and later life.

Parents in this region have just begun speaking out. They have just begun to know that there are people to listen, there are people to help them act to make sure their children have the best lives possible. This planning contract has been the catalyst of this movement. It has been the means of conducting a preliminary needs assessment for problems in village life. It has been the means of holding one meeting of the four sub-regional Councils for Young Children, where people from each of the villages told about many problems in their village. Agency representatives have come to the meetings, and people have learned about other agencies' functions and responsibilities. More important, agency representatives have learned from and about the people in the villages, the people they are supposed to serve. People from villages learned more about what agency is responsible for what, and whom to contact for what. Village people want to be responsible for their children, and that responsibility must be returned to them.

REGION I (McGRATH)

Expressed Needs or Problems

	Bi-Cultural	Bi-Lingual	Better Health Service	Better Communication Village & Services Agencies	School Belongs to Community	VHF-Radio Communications	School Board Training
ANVIK						X	
GRAYLING	X	X	X	X	X	X	X
HOLY CROSS	X	X	X	X	X	X	X
McGRATH	X	X	X	X	X		X
NIKOLAI	X	X	X	X	X	X	X
SHAGELUK	X	X	X	X	X	X	
TAKOTNA	X	X	X	X	X		X
TELIDA	X	X	X	X	X	X	X

REGION I

	Better Parent/ Teacher Communication	Electricity	Community Organization	Local Job Opportunity	Better Education	Native Arts & Crafts	Preschool
ANVIK							
GRAYLING		X	X				X
HOLY CROSS	X			X	X	X	Currently has Head Start
McGRATH	X		X		X	X	X
NIKOLAI	X	X		X	X		Currently has Preschool
SHAGELUK	X	X	X				X
TAKOTNA	X	X	X	X		X	
TELIDA	X	X		X	X	X	

REGION I

	Orientation For Boarding Home Parents	Better Nutrition	High School Drop-Outs Problem	Better Counseling For High School Students	Teachers Who Understand Cultural Background	Teachers Who Respect Other People	Help To Higher Education (Support)
ANVIK							
GRAYLING	X	X	X	X	X		X
HOLY CROSS			X	X			
McGRATH	X	X			X		
NIKOLAI						X	
SHAGELUK	X	X	X	X	X		X
TAKOTNA							
TELIDA						X	

REGION I

	Recreational Programs	Air Strip & Air Service	Full Local Authority Over School	Liquor Store (local).	Community Building (Recreation)	Special Education	Alcoholism Program
ANVIK							
GRAYLING							
HOLY CROSS	X	X		X		X	
McGRATH			X				X
NIKOLAI							
SHAGELUK							
TAKOTNA	X		X		X		
TELIDA		X					

REGION I

	Drug Abuse Education Prevention	Local Teacher Aide	Claims Act Information	Local School	Adult Courses	Water Systems	Telephone
ANVIK							
GRAYLING	X	X					
HOLY CROSS							X
McGRATH			X				
NIKOLAI							
SHAGELUK	X						
TAKOTNA					X	X	X
TELIDA				X			X

REGION II (TOK)

Expressed Needs or Problems

	Bi-Cultural	Bi-Lingual	School Board Training	Preschool	Better Communication Village & Agencies	Village Health Aide	More Council For Young Children Meeting
CANTWELL	X	X	X	X	X		
DELTA							
DOT LAKE	X	X	X			X	
EAGLE	X	X		X	X		
MINTO	X	X	X			X	
NENANA	X	X		X			X
NORTHWAY			X	X	X	X	
TANACROSS	X	X	X		X	X	X
TETLIN							X
TOK	X	X	X	X	X	X	X

REGION II

	Recreation Program	Community Education	Equal Opportunity	Boarding Home Problems	Alcoholism	Better Communi-cation-Radio	Day Care
CANTWELL	X						X
DELTA							
DOT LAKE	X			X	X	X	
EAGLE						X	
MINTO							
NENANA		X	X		X	X	X
NORTHWAY	X	X	X	X	X		
TANACROSS		X	X				
TETLIN				X		X	
TOK	X	X	X	X	X		X

REGION II

	Native Crafts	Teacher/ Parent Communication	Skills & Jobs	Information Resources	Special Education	Kindergarten	Claims Education
CANTWELL	X				X	X	X
DELTA							
DOT LAKE		X			X		
EAGLE	X		X	X			
MINTO							
NENANA							
NORTHWAY		X	X	X			
TANACROSS		X					
TETLIN	X						
TOK	X		X	X	X	X	

REGION II

	Gym	Local High School	Self Respect	Training ECD Staff	Better Teachers	Teacher's Aides	Build Better Homes
CANTWELL	X	X					
DELTA							
DOT LAKE			X			X	
EAGLE							
MINTO				X			
NENANA				X	X		
NORTHWAY	X	X	X		X		
TANACROSS							X
TETLIN							
TOK							

REGION II

	Better Schools	Health & Nutrition Programs	Sex Education	Planned Parenthood	Better Facilities	Adult Education	Medical Attention
CANTWELL							
DELTA							
DOT LAKE						X	
EAGLE	X						X
MINTO							
NENANA		X	X	X	X		
NORTHWAY	X						
TANACROSS							
TETLIN							
TOK							

REGION II

	Parent & Child	Electricity					
CANTWELL							
DELTA							
DOT LAKE							
EAGLE	X						
MINTO		X					
NENANA							
NORTHWAY							
TANACROSS							
TETLIN							
TOK							

REGION III (FT. YUKON)

Expressed Needs or Problems

	Bi-Cultural	School Board Training	Better Communication Village & Service Agencies	Alcoholic Programs	More Council For Young Children Meetings	Better Education	Bi-Lingual
ARCTIC VILLAGE	X	X	X	X	X	X	X
BEAVER	X	X	X	X	X	X	
BIRCH CREEK	X	X	X	X	X	X	X
CANYON VILLAGE							
CHALKYITSIK	X	X	X	X	X	X	X
CIRCLE CITY	X	X	X	X	X	X	X
FT. YUKON	X	X	X	X	X	X	X
RAMPART	X	X	X	X	X		X
STEVENS VILLAGE	X	X	X	X	X	X	X
VENETIE	X	X	X	X		X	X

REGION III

	Improved Parent-Teacher Communication	Telephone	Native Arts & Crafts	Better Health Services	School Belongs to Community	School Board Training	Orientation for Boarding Home Parents
ARCTIC VILLAGE	X	X	X	X	X	X	X
BEAVER	X	X	X	X	X	X	X
BIRCH CREEK	X	X	X	X	X	X	X
CANYON VILLAGE							
CHALKYITSIK	X	X	X	X	X	X	X
CIRCLE CITY	X	X	X	X	X	X	X
FT. YUKON	X		X	X	X		X
RAMPART	X	X				X	
STEVENS VILLAGE	X	X	X	X	X	X	X
VENETIE							

REGION III

	Water System	Electricity	Community Buildings (Recreation)	Pre-school	Better Nutrition Training	Housing	Community Organi-zation
ARCTIC VILLAGE	X		X	Currently Has Program			
BEAVER	X	X	X			X	X
BIRCH CREEK				X			
CANYON VILLAGE							
CHALKYITSIK	X	X		Currently Has Program	X		X
CIRCLE CITY				X			
FT. YUKON				Currently Has Program	X		
RAMPART				Currently Has Program			
STEVENS VILLAGE	X	X	X	Currently Has Program	X	X	X
VENETIE		X	X	X		X	

REGION III

	Adult Basic Education	Select Own Educational, etc., Programs	Select Own SOS Staff	ECD Training	Village Health Aide	Own Post Office	Poor Airline Service
ARCTIC VILLAGE	X	X					
BEAVER							
BIRCH CREEK							
CANYON VILLAGE							
CHALKYITSIK			X			X	X
CIRCLE CITY							
FT. YUKON				X	X		
RAMPART							
STEVENS VILLAGE							
VENETIE							

REGION III

	Health Clinic						
ARCTIC VILLAGE							
BEAVER							
BIRCH CREEK							
CANYON VILLAGE							
CHALKYITSIK	X						
CIRCLE CITY							
FT. YUKON							
RAMPART							
STEVENS VILLAGE							
VENETIE							

REGION IV (GALENA)

Expressed Needs or Problems

	Recreation	Adult Education	More Council For Young Children Meetings	Preschool	School Board Training	Better Parent-Child Communication	Bi-Lingual
ALATNA	X	X		X		X	
ALLAKAKET	X	X	X	X			X
BETTLES FIELD	X		X	X		X	
GALENA	X	X	X	X		X	X
HUSILA	X	X	X	X	X	X	X
HUGHES		X		X	X		X
KALTAG	X	X			X	X	X
KOYUKUK	X	X	X		X	X	X
MANLEY HOT SPRINGS	X		X		X		
NULATO		X			X	X	
RUBY	X	X	X	X	X	X	X
TANANA	X		X	X	X		

REGION IV

	Bi-Cultural	Land Claims School	Better Parent-Teacher Communication	Local Determination School System	Communication-Radio	Sex Education	Better School Building
ALATNA				X	X	X	X
ALLAKAKET	X			X	X	X	X
BETTLES FIELD		X					
GALENA	X	X	X	X		X	X
HUSILA	X	X	X		X	X	
HUGHES	X	X					
KALTAG	X		X				X
KOYUKUK	X	X	X	X	X		
MANLEY HOT SPRINGS							
NULATO		X	X		X		X
RUBY	X	X	X	X	X	X	
TANANA				X		X	

REGION IV

	Select Own School Programs	Equal Opportunity	Boarding Home Program	Better Communications with Doctors	More Parents Involved in Community	Day Care Center	Gym
ALATNA	X	X					X
ALLAKAKET	X	X					X
BETTLES FIELD		X	X	X		X	
GALENA	X					X	X
HUSILA		X	X	X		X	
HUGHES				X	X		
KALTAG							X
KOYUKUK			X		X		
MANLEY HOT SPRINGS							
NULATO					X		
RUBY	X	X	X	X			
TANANA	X				X	X	

REGION IV

	High School	More Teachers	Planned Parenthood	Airlines Problems	More Frequent Dentist/Doctor/ Nurse Visits	Better Sewage/Water Trasn Dumps	Telephone
ALATNA	X	X	X			X	
ALLAKAKET	X	X	X	X		X	
BETTLES FIELD							
GALENA							
HUSILA				X			X
HUGHES				X			
KALTAG	X		X		X		
KOYUKUK		X				X	X
MANLEY HOT SPRINGS					X		
NULATO					X		X
RUBY	X						
TANANA							

REGION IV

	Community Organization	Better Teachers	ECD Training	Lunch Program	Young People Together	Electricity	City Library
ALATNA				X			
ALLAKAKET				X			
BETTLES FIELD							
GALENA							
HUSILA					X		
HUGHES							
KALTAG	X		X				X
KOYUKUK		X				X	
MANLEY HOT SPRINGS							
NULATO	X	X					X
RUBY	X		X		X	X	
TANANA							

REGION IV

	Teacher's Aide	Native Arts & Crafts	Health Aide	Music Teacher	Better Sanitation Inspectors	Free Social Gatherings	Volunteer Help
ALATNA	X						
ALLAKAKET	X						
BETTLES FIELD			X				
GALENA		X			X	X	
HUSILA							X
HUGHES							
KALTAG							
KOYUKUK		X	X				
MANLEY HOT SPRINGS							
NULATO							
RUBY							
TANANA				X			

REGION IV

	Other Agency	Native Teachers	Safety Education	Alcohol & Drug Abuse	Special Education		
ALATNA					X		
ALLAKAKET					X		
BETTLES FIELD							
GALENA							
HUSILA							
HUGHES							
KALTAG					X		
KOYUKUK							
MANLEY HOT SPRINGS							
NULATO		X			X		
RUBY	X		X				
TANANA				X	X		